

Disciplinary and Vocational Discourses in Curriculum

A case study of the program Brazilian Portuguese as
a Second Language from the University of Brasilia

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Patrícia Magalhães

Abstract

The purposes of this case study are to investigate the different discourses at play on the program *Brazilian Portuguese as a Second Language* from the University of Brasilia.

The study explores the characteristics of the program with respect to curricular discourses. It does so by employing the concepts of disciplinary and vocational discourse to analyze the curriculum as it appears in documents and in professors accounts. The assumption is that both discourses will be found on the documents and professors' levels. This premiss is based on the fact that the program is connected to the academic world due to its linguistic base, as well as to the training of skills, and the labor world since one of its aims is to prepare teachers. The relation between these two discourses could be conflicting, and cause some tensions in the program. This thesis aims to investigate whether and how such tensions play out in the curricular documents and in the experiences of professors who teach courses in the program.

The main findings of this case study are that indeed both discourses are at play, but instead of a conflicting relation, they act in a complementary way, and integrated along the courses offered by the curriculum, despite that some minor incongruences have been found while contrasting the document and the professors' levels.

Nevertheless, in order to have a better understanding of the issue, more research is needed in the field. This could clarify some inadequacies, regarding specially issues with the sampling both on the document and on the professors' level.

Key words: *Higher Education, Curricular Analysis, Disciplinary and Vocational Discourses, Brazil, University of Brasilia, Brazilian Portuguese as a Second Language*

Abbreviations

BA	Bachelor degree
BPSL	Brazilian Portuguese as a Second Language
BVPL	Brazilian variant of the Portuguese Language
CA	Curricular Analysis
DL	Document level
HE	Higher Education
IC	Camões Institute
IM	Integrant Module
MD	Mandatory discipline
LET	Department of Foreign Languages and Translation
LI	Language Institute
LIBRAS	Brazilian sign language
LIP	Department of Linguistic, Portuguese and Classical Languages
MERCOSUL	Southern Common Market
MTC	Department of Methods and Techniques
OD	Optional discipline
OM	Open module
PAD	Department of Planning and Administration
PED	Department of Scholastic and Development Psychology
PL	Professors' level
TEL	Department of Literary Theory and Literature
UnB	University of Brasilia

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1. Introduction

1.1 Background

Recently Brazil has been gaining a highlighted space in the world's scenario, due to its economical growth. Along with it, some policies have been developed by the Government in order to strengthen the basis that this kind of process demands. One of the fields focused is education:

The need for intensified teacher education that arose in the last several decades in Western countries is now felt in Brazil as well, imposing compulsory higher education programs for teachers [...] (Barretto 2011: 83)

Many projects and actions have been created to nourish the needs of the market. Amongst them was the development of a BA in Portuguese language, but exclusively focused on Brazilian Portuguese, very dissimilar from the European variant of the language.

This new program is called *Português do Brasil como Segunda Língua* and was first created at the University of Brasilia (UnB), in 1997. It aims to educate bachelors able to teach the Brazilian variant of the Portuguese language (BVPL) to an audience who does not have Portuguese as its first language. One of the justification for the creation of this new program was the internationalization of the Brazilian Portuguese, in a sense that through the growth of the economy, and hence the economical relations between Brazil and other countries, there has also been seen a growing demand for the learning of the Brazilian language. The program, amongst other reasons, was developed to answer to this demand for specialized professionals for teaching BVPL:

It was only in 1998¹, at the University of Brasilia, that the Brazilian Portuguese as a Second Language (BPSL) was implemented, as an initiative of Enilde Faulstich, who had noticed, in the context of academic meetings made in other MERCOSUL countries the task fit to the Brazilian Universities. (Grannier 2000: 6)

Another important element that helped define the program was the attempt to answer to the linguistic minorities present in the Brazilian territory:

In respect of Portuguese as a second language teaching, the Portuguese teacher's performance is determinant to assure to *all* the citizens the same rights, specially regarding the full education, that depends directly of the acquisition/learning of the Portuguese language. (ibidem: 3)

¹ The program was created on 1997, but the first classes only begun on 1998

This thesis consists of a case study of the curriculum of the program Brazilian Portuguese as a Second Language (BPSL) offered by the UnB. Being the first program of this kind, it is likely to find some interesting groundbreaking actions which could serve as a base for the development of other programs of this kind. Hence, despite there already exist some other similar programs in universities around the Brazilian territory (not on the undergraduate level, however), this was the program chosen to be analyzed in this thesis.

Also, despite many studies on Higher Education (HE) have been focusing on curriculum, few have been interested in language teaching programs as such. This is particularly an even more interesting case because it has a side of specialized teacher education, as well as a side of theoretical linguistics focused on Brazilian Portuguese language as such. So here it is likely to be contesting discourses at play in several respects, such as knowledge discourses, disciplinary and vocational ones. It may be quite productive to try to investigate what do they look like and how do they play out at different levels.

This case study intends to be a contribution in this field. More specifically, what will be done is to trace what discourses are in the document level and in the professors' one, and then understand the tensions within and the gaps between them. It is interesting to see how a curriculum that is relatively new deals with different discourses that are translated in different manners between the institutional and the professors' level. Hopefully this case study will somehow work as a small contribution on some aspects of the Brazilian HE system, when it comes to articulating in the same program the disciplinary and vocational discourses.

1.2 Research Rationale and Questions

The process of developing a curriculum involves many different actors, stakeholders and processes of decision making (Karseth 2006), and therefore is a very complex matter. In the field of Higher Education (HE) there is a vast literature regarding curriculum development (Hökkä et al. 2010). But in this case study, the focus rather than in the development process, lies on the next step, when the curriculum has already been implemented and other actors come to scene.

It is known by the literature on curriculum development and analysis that there is always a gap between what has been originally thought and what is found when an idealized proposal is put into practice (Karseth 2006). It has in many ways to do exactly with the different actors involved with curriculum implementation and its use, and their levels of action and perception.

The fact is that educators have only a limited understanding of the multiple perspectives and tensions that shape curriculum development, and of how different voices form interdependent relationships between individual actors and their local/global contexts. (Hökkä et al. 2010: 3)

In these sense, some issues and questions come to light, such as ‘what are these different voices (discourses) that operate in a curriculum at different levels and how do they cope together?’ and yet, ‘How are they negotiated and how are they understood in different ways?’ Pinar (1995) had already pointed to the importance of understanding the curriculum as a discourse.

The focus here is to look deeper in the discourses of the curriculum of BPSL from two different levels: the one from the official documents, and the other from the professors who teach some courses in this very program. By understanding both perceptions and intentions, it will be then possible to overlay them and realize if there are any gaps or incongruences that can be noted. In this sense this work comes theoretically very close to the one presented by Hökka et al. (2010), once also here the work is developed through the document analyzes and the interpretation of the professors’ perspective collected through interviews, besides understanding the importance of the analysis of the different discourses in a curriculum.

The choice of looking into the documents and the professors’ discourses can be sustained as a mean of trying not to fall into a common mistake while analyzing curricula: analyzing the *what*, and forgetting about the *who* and *how* (Maton 2009). Hence, the research problem, accordingly, is defined as:

‘What are the different discourses found in the BPSL’s curriculum according to the document level and the professors’ level, and which are the main gaps (if any) between these levels of perceptions?’

In order to better investigate this main question, some central issues will also be addressed. They come here translated in the form of the follow up questions:

- (1) What discourses are constitutive for the curriculum at the document level?
- (2) What discourses inform the interpretation and enactment of the curriculum at the professors’ level?

The questions should be answered using as an analytical framework the contrastive *disciplinary* or *vocational* categories (Karseth 2006), combined with perspectives on disciplines and knowledge organization in higher education. The materials and the methods used for such analysis are further explored on Chapter 3.

The goal of this master thesis is to achieve through the main research problem an answer that should be the main contribution of this work. Eventually this answer could help the enhancement of the program.

In short, by adopting the *disciplinary* or *vocational* discourses as the framework of reference, the aim of this case study is to examine the curriculum of the BPSL program, and discuss how the different discourses from the document level and the professors' level relate to each other. The focus lies on eventual gaps and incongruences that might be found while overlaying these two perceptions. Additionally, this work intends to contribute with the understanding of the potential problems, and move forward with discussions and suggestions on the eventual issues that might be found.

1.3 Thesis outline

This case study is organized in three main parts:

- I - Theoretical framework and literature review;
- II - Document and professors' levels analysis
- III - Discussion, considerations and contributions.

It begins with a broader presentation on curriculum theory, encompassing the general understanding of curriculum, and the main frameworks recurrent in HE literature. From that, the scope of the work starts to delimitate the theme and curricular analysis is brought into light. This introductory theoretical section is enclosed by a presentation of the particular figures and special issues regarding a teaching program, such as the BPSL. Finally, the ensuing part of this section assembles the most important informations and rationales about the different features of *disciplinary* and *vocational* curriculum.

The second part of the thesis deals with the analysis of the curriculum itself. It is opened with the presentation of the methodology used for analyzing the curriculum, followed by the sampling explanation for the interview with the professors.

Once this framework is set, the analytical work itself begins. First by the presentation of the curricular documents, followed by an understanding of them, and secondly with the interviews with the professors and its critical review. At this point the subquestions (1) and (2), originated from the main research question, should be addressed, propitiating the development of the rationale that will lead to the answering of the main research question.

In the third section the contributions of this case study should be set. By overlaying both levels (the document and the professors' level) it is possible to see the eventual gaps between them (or the eventual congruences) and discuss its origin, its meaning and its impact in the curriculum itself.

The work is then finally closed with discussions about the theme and the case study in focus, as well as with the contributions not only to this specific instance, but to similar

cases. In this final section some eventual continuities for the work on this field are also suggested.

Despite the sparring data collected and limitations of the methodology, it is important to stress that the findings in this specific case can be broadened up and may reflect interesting issues in the field of curricular analysis in HE.

2. Literature Review and Analytical Framework

2.1 Some perspectives on curriculum

2.1.1 Curriculum Philosophies

In the history of curricula studies, four main philosophical streams can be mentioned: essentialism, encyclopaedism, polytechnicalism, and progressivism (Welle-Strand and Tjeldvoll 2003). These streams provided different understanding of the character and relation between the elements of a curriculum. Each one of these four understandings claim to have the best approach for organising a curriculum (ibidem). Their main features are ranked bellow:

- essentialism: based on Plato's understanding that education should not be for every one in a society, but for a certain class of the most privileged ones. This elitist perspective has been dominant in the first curriculums made in Europe.
- encyclopaedist: this approach understands that one should learn as much as possible, from all subject matters as possible, being this the way to bring the society to evolve.
- polytechnical: the parameter is that education should be organized according to the needs of the productive society. This meets the rationale proposed by Marx and Engels.
- progressivism: this last approach understands education as the vehicle to change society, scientific and economically.

There is a clear evolutionary movement behind these philosophies, and from them it is important to perceive the growing presence of social and market pressures on the curricular thinking. These pressures come in great part due to the massification process of HE (Trow 1979), aligned with the vocational trends in curricular development (Barnett et al. 2001). In some extend, it is also related to the origins of the differentiation between disciplinary and vocational rationales (Karseth 2006), and the bringing of practical issues to the academic world.

2.1.2 The three domains of curriculum

One way of understanding curriculum comes from the rationale that it is an 'educational project forming identities founded in three domains: knowledge, action and self.' (Barnett et al. 2001: 435). In this sense what could differentiate one curriculum from another could be measured by two parameters: the weight each one of them has on the plan, and also the degree of integration between them, other than the epistemological differences from each particular subject (ibidem).

One of the main features that distinguishes curricula one from another lies on the *knowledge* filed, in the sense of what knowledge is selected for inclusion, how it is organized and for what purposes and outcomes. It structures the curriculum and is the source of its academic identity. Hence, *knowledge* refers to the subject matter of a curriculum, for instance, what differentiates a history program from an engineer one. By its turn, *action* is related to 'the competences acquired through doing' (Barnett et al. 2001: 438). And last, but not least, *self* refers to the educational identity related to the the subject matter. Differently from the *knowledge*, the *self* explores how do the students perceive themselves. For example, an architect sees himself as someone responsible for creating new urban spaces and from that changing society, whilst a doctor perceives himself as someone whose main goal is to save lives. (very illustrative and simple instances, just for the sake of clarifying the differences between the *knowledge* and the *self*).

According to this scheme, a technology program would have a very heavy *knowledge* base, whilst another one in humanities, a language program for instance, despite having a big weight given to the *knowledge* domain, would be much more integrated to the *self* domain. By their turn, professional programs, such as a teaching program, would have a greater integration between all the domains, but a bigger weight given to the *action* domain. In that sense, the analysis of a program that puts together the features of both a language, and a teaching program, can be quite fruitful.

2.1.3. Defining curriculum

The curricular studies is 'an extremely rich vein in education' (Eisner and Vallance 1974: 16), and hence there is a vast literature regarding curriculum and many aspects related to that subject. Nevertheless, it is not in every case that one can find a proper definition for the theme (Stark and Lattuca 1997). In part because there is not a clear and closed conceptualisation of the subject, and in part because depending on the focus of the study, the definitions might have some different understandings and even differ from each other.

Some endeavours to clarify the theme state that curriculum 'must always be seen as symbolizing a loosely coupled system of ideologies, symbols, discourses, organizational forms, mandates and subject and classroom practices.' (Westbury 2003: 194). And also '[the] curriculum is the result of a continual interaction between the 'product' of learning, such as students' knowledge development, skills and attributes, and the 'process' of learning through reflection and related pedagogical practices' (Blackmore and Kandiko 2012: 9). Or yet 'The curriculum is seen as being at the heart of education, since it defines the integrated, holistic, narrative and public nature of education, and is also a primary locus of the discourse bound up with education'. (Hökkä et al. 2010: 846). All accounts are undoubtedly valid, nevertheless this presentation of the term is not really precise, and needs further concretization in this specific case study.

The choice of a conceptualisation for the curriculum is very important, due to the impact it has in all the other matter related to curriculum, such as teaching and learning activities, for instance (Stefani 2009). A way to approach the difficulty on defining *curriculum* is to be more specific about it, naming it as *curricular plan* (Stark and Lattuca 1997). This has been the concept chosen as a base for this study, because '[a] plan implies both intentions and rational choices among alternatives to achieve the intentions' . The authors also point some other advantages from this approach, such as bringing to light the other elements and actors that influence the curriculum, as well as turning it easier to understand and assess it. Being a plan, the curriculum must have indispensably some core elements:

- purpose: referring to the knowledge and skills;
- content: the subject matter;
- sequence: the way in which the subject should be presented;
- learners: referring to the students' goals that should be achieved;
- instructional process: the learning activities, closely related to the pedagogical approach;
- instructional resources: the means by which the learning is set;
- evaluation: assessment of the plan itself;
- adjustment: a tool to improve the plan based on the continuous evaluations of it.

This framework is congruent with the one presented by Kandiko and Blackmore (2012), which in a more synthetic way, while regarding curricular analysis, classifies the studies into five categories: *subject content*, *process (or organisation)*, *pedagogy*, *assessment and learning outcomes*.

Sometimes the process of categorising and organising the many complexities of a *curricular plan* does not come easy. It happens because the goals and contents of the curriculum, rather than clearly thought, are usually more or less a collection of knowledge that has been evolving along time (Barnett 2000; Levander and Mikkola 2009; Stark 2002; Toohey 1999b).

Once the subject is dissected and arranged, the organisation of its elements and the understanding of how they deal with each other becomes much easier to address. Thus, this framework presents itself as a quite valuable analytical tool, and should be used further ahead in this case study.

2.2 Prior research on curricular analysis

One of the many fields in HE related to curriculum is *curricular analysis* (CA). It attempts to provide the knowledge necessary to assess and evaluate the curriculum, and as well as the definition of curriculum. Previous investigation has been made focusing on some

different approaches, for instance: pedagogical focus, gender issues, internationalization and globalization contexts, and so on.

This section of the study aims to provide the reader with some of these views, before focusing on the approach used as the framework of choice. More important than presenting a set of curricular analysis frameworks is to introduce those that should be useful in understanding the complexities of *disciplinary* and *vocational* discourses (addressed on section 2.3). In this sense, it begins with how the knowledge can be organized. Then it moves to the *core analysis approach*, which is particularly interesting for this case study, since it refers specifically to the professors' perspective on the understanding of curriculum. Finally it touches the particularities of a teacher program, also relevant to this case study.

2.2.1 Knowledge organization

One central element in curriculum is *knowledge*. The way it is structured, presented and delivered is directly connected to the way it is organized in the curriculum. These issues have been addressed by Bernstein (1999), and his rationale will be briefly presented here.

According to this author, there is a distance between knowledge in its original context of creation, and its translation to the production field. This is called *recontextualization*. The way this process occurs has to do with the *re-contextualizing rules*, and may result in different knowledge discourses. In that sense, there are mainly two ways of organizing this knowledge: hierarchical knowledge and horizontal knowledge. The former is accumulated through *integrating codes* (ibidem), whereas the latter is developed 'through the integration of former languages and meanings in new understandings. Meaning is constructed through serial codes. It is agglomerative. It is distributed through re-contextualization on social bases' (Afdal 2001: 249).

Another aspect analyzed by Bernstein is the *classification* of knowledge. It regards how integrated knowledge of a discipline is to other disciplines. It can be classified as *strong*, meaning that it is highly insulated, or rather *weak*, referring to a low delimitation of it.

One last feature investigated is called *framing*, and refers to how knowledge is transmitted: it can be either through the use of a specialized language, or in contrast, through the use of an everyday language. According to his classification, a *strong frame* means the pedagogical approach is very clear, whereas a *weak frame* means it is more connected to a everyday way of transmission.

A synthesis of this concepts is offered by Afdal (2001: 250), making it easier to understand it. This is reproduced here as table 2.1:

Searching analytically for	Approaching the texts in search of
Knowledge structures	- Ideas about how knowledge is organized and sequenced
Classification of knowledge	- The insulation of knowledge domains
Framing of knowledge	- Boundaries between knowledge domains and non-school knowledge - How knowledge is “communicated”; specialized language vs everyday language - Context-dependent or context-independent knowledge

Table 2.1 - Bernstein's conceptualizations operationalized. Retrieved entirely from: (Afdal 2001: 250)

This categorization of knowledge, despite may be seen as much dichotomous, allows the knowledge to be analyzed through some clear cuts, making it possible a *theoretical progression* and *concrete operationalization* (Luckett 2009: 445).

2.2.2 Core analysis approach

A curriculum, while described as an academic plan (Stark and Lattuca 1997) will have many elements explicitly stated, such as its content and purposes. Nevertheless, for as much as it is well described, each particular discipline is under a tendency to be taught according to the individual perceptions of the teachers. This phenomenon may in many cases result in the situation where a discipline appears to be very different within itself, accordingly to who is in charge of teaching it.:

In practice, university teachers base their teaching on their own education, experience and research. Because the body of knowledge of a discipline is extensive, the teacher as an expert selects, structures and simplifies the knowledge in order to help the student to understand it (Thielens, 1987, cited by (Levander and Mikkola 2009: 275-76))

Taking a step back back, and focusing not particularly in every single discipline taught in the program, but in the program as a whole, this kind of issue may result in an even harder understanding of its aims and goals, and the connection between the individual disciplines. This very understanding is already not clear enough:

At the degree program level, the curriculum becomes more complicated due to the mix of disciplines and the number of teachers working for the degree programs. This makes the degree programs very extensive and difficult to grasp as a whole; it may be difficult for both the program manager and the individual teacher to keep the connections between courses at degree level in mind.(Levander and Mikkola 2009: 276)

A valuable tool to helping understanding curriculum as a whole is called *core curriculum analysis*. It consist of a heuristic description of the disciplines that integrate the academic plan, accordingly to the perception of the professors responsible for teaching each discipline. It is presented as a matrix, where the discipline is organized according to three main categories: what is considered essential, what is important to be known, as well as

some additional complementary knowledge that could be useful. The original model of the matrix is presented below on table 2.2:

Table 1. The core curriculum matrix with analytical dimensions and levels of essentiality

Dimensions and the degrees of essentiality	Must know Essential theories, concepts, models, principles	Should know Complementing knowledge that expands and brings details to the 'must know' elements	Nice to know Special knowledge that can be mentioned or that the student can pursue if interested
Scientific disciplinary knowledge			
Scientific disciplinary skills			
Professional disciplinary knowledge			
Professional disciplinary skills			
General academic skills			

Table 2.2 - The core curriculum matrix with analytical dimensions and levels of essentiality (Levander and Mikkola 2009: 278)

This organization is due to the understanding of what consists a core curriculum:

a core curriculum is an internal logical and sequential structure of the curriculum. It describes the knowledge and skills to be taught and learnt in a particular course or a degree programme. (ibidem: 278)

According to this theory, the *core curriculum* is also structured in three levels in terms of knowledge and skills: must know, should know and nice to know.

By developing the matrix, the aim is that through the description of each of these elements, a complete view of each discipline can be offered to all the professors who teach in the program, so that its global view can be easily grasped.

Yet, regarding the description of it, Levander and Mikkola (2009) categorize it along two main axes: extensive/brief and explicit/implicit. The more extensive, the greater number of theories and conceptual terms are presented. The more explicit, more clarifying information is offered. (Image 2.1)

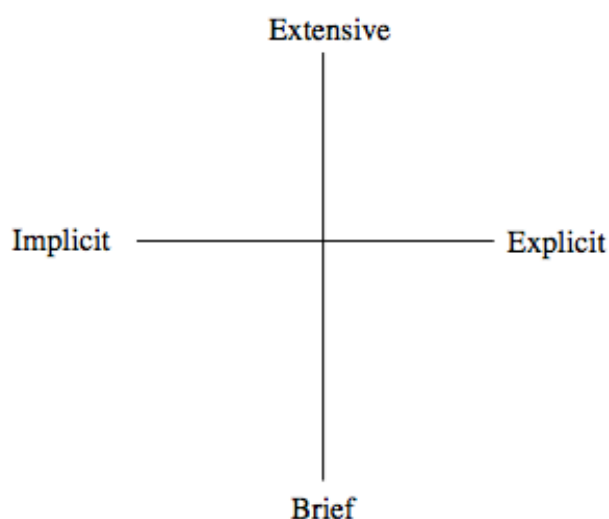


Image 2.1 Core curricular analysis analytical dimensions (Levander and Mikkola 2009: 280)

Applying this rationale to a linguistic discipline, we could have the following example (table 2.3):

Analytical Dimension	Introduction to linguistics
Brief Implicit	Main concepts, doctrines and theories in linguistics.
Brief Explicit	Saussure synchronic analysis, historicism, structuralism, generativism, and functionalism.
Extensive Implicit	The presentation, understanding and discussion of the main concepts of linguistics in a broader and an academic sense. From this, moving towards a general presentation of each of the main schools of thought in the field.
Extensive Explicit	The structuring of the course is divided in three main parts: introduction, main schools of thought and contemporary work. At the introduction a historic panorama will be traced bringing up the origins of linguistics as a science, through the understanding of Saussure concepts of synchronic and diachronic analysis. The first school studied is the Historicism, approaching the comparative method of William Jones, Bloomfield scientific work, J. Grimm Deutsche Grammatik and the Indo-European studies developed by Humboldt. Then Structuralism and the development of Saussure's work, namely the Prague school, Bloomfield, Hockett, Hjelmslev, Benveniste and Jakobson. The generativism is studied mainly through Chomsky's theoretical work, and the concepts of language acquisition and universal grammar. Functionalism is presented in contrast with the formal theories of grammar, and the functions in all levels of language will be studied, namely: phonological function, semantic function, syntactic function, and pragmatic function. Recent works on linguistics are presented briefly, and special focus is given to cognitive linguistics.

Table 2.3 - Core curricular analysis: analytical dimensions examples

The more extensive and explicit the description, the better it is for the understanding of the discipline, which by its turn is an important piece on the understanding of the whole program.

Once all this information is offered by the teachers and to the teachers, the understanding of the program as whole becomes clearer, and a more integrated learning can be built. In that sense, it is a valuable tool for improving an academic plan.

In this case study, the core curriculum analysis will be used to categorize the document level and the professors level, for them comparing the understandings and organization of the disciplines as so.

2.2.3 Peculiarities on a teacher program curriculum plan

There is yet on point of relevance when it comes to the way the curriculum is delivered, and this aspect has much to do with the tensions the professors have to cope with while performing their teaching activities. Regarding this kind of curriculum, some important questions are raised:

What knowledge is most valuable in preparing teachers for professional work? What is the best way to organize this knowledge in education to facilitate learning? What are the relationships between knowledge and social relations in teacher education? (Afdal 2001: 245)

Despite dealing with the same material, each individual has a different perception of its realizations and rationale. Hence, there are many hidden curricula inside one curriculum (McEneaney and Meyer 2000: 190), and while presenting it to the students, the professors filter it through their own lenses before delivering it.

Every human occupation has to a certain extent three aspects, namely: theoretical reasoning, technical skills and moral understanding (Carr 1994). And what is the teacher activity other than a *human occupation*? But differently from any kind of occupation, the teaching *metier* has its own idiosyncrasies that make it a very interesting case for analysis:

Indeed, teaching would appear to be in many respects the paradigm case of a profession in which the important occupational disposition required for the service of 'clients' are far more helpfully characterized as virtues than skills. (ibidem: 76)

While thinking about an occupation (praxis), in connection with curriculum, it is noteworthy the acknowledgment that curriculum should be understood not as a concept, but as a human praxis (Buktus 1989).

Carr's perspective is also shared by other theorists (Usher et al. 1997), arguing clearly that teaching activity does not emerge from skills theoretically acquired. In other words, when a teacher is dealing with the daily teaching and learning practices in a classroom context, great part of the endeavor has not only to do with the technical skills learned through the theoretical knowledge specific of the subject matter being taught, nor purely to the instruments offered by pedagogy theory. Far more complex than that are the challenges a teacher has to cope with while practicing teaching activities. They ought to be addressed by an ethical response, rather than a technical one. In this sense, the *virtues* are more helpful than the *skills*.

These virtues cannot be easily, nor properly taught through a *curriculum plan*, but should not be put aside because of this difficulty. Moreover, it is one amongst the many complexities a teaching program has to deal with it:

The observation that values and principles are integral to the practice of teaching challenges forms of competence-based assessment which try to represent that practice as a quasi-scientific technical one; but equally it invites consideration of what is actually involved in the expression and communication of education principles in classroom practice, and it may be quite a constructive discipline to be asked to research and to articulate this in terms of the professional competence. (Bridges 1996: 370)

Such philosophical and epistemological conceptions should be taken in a straightforward perspective while developing the curriculum plan for teaching programs. Undoubtedly, 'it cannot be assumed that everything can be planned in advance' (Levander and Mikkola 2009: 277), and moreover, their relevance should find pragmatic ways to be translated into *purposes* of the *plan* (Stark and Lattuca 1997).

An *academic plan* that has as one of its *purposes* the formation of teachers has to cope with some particular challenges, once the epistemology of teaching education tends to be opposed to the technical-scientific rationality.

According to the rationale presented by Posner (1995), regarding the *structure of the disciplines*, each curriculum plan should have a particular way to be presented, and to be delivered. This matter is approached by Barretto (2011), who clarifies:

The tension between the foundation components of representations on teacher's work, which refers to the roles historically assigned to teaching systems, is on the basis of the teacher education paradigms: that of vocation/apostleship and that which considers it as a profession to be learned by mastering a series of specific rational knowledge. (ibidem: 83)

This stretch is much in agreement with the issue raised in this case study, i.e., the question of how the BPSL academic plan has an emphasis on different discourses, or yet how they

are weighted and expressed, leaning to the *disciplinary* or the *vocational* discourse (or both, or none).

2.3 Analytical framework: disciplinary and vocational discourses

Curricula in HE are shaped as a result to the most diverse contending forces, namely the state, the market, the academia (Clark 1986) and even the nature of the knowledge fields (Barnett 2000). Many times, curricular analysis focus on social, economical and political conditions, leaving the educational interests on a second plan (Buktus 1989).

Being aware of the complexities involved in curricular analysis that have hitherto been explored, this section will now take one more step forward focusing particularly on a educational perspective, based on the different discourses present on an academic plan: the *disciplinary* and the *vocational* discourses.

It is known and has already been mentioned in this work that curriculum is not a coherent entity and has many conflicting arguments, visible when the different discourses in it are explained and analyzed (Karseth 2006). Also, the curriculum can be seen according to different lenses:

The planned or intended curriculum features in course documentation. The created or delivered curriculum reflects the planned curriculum translated into practice. The received or understood curriculum refers to the intended learning experience and the way it is understood by students. The hidden or tactic curriculum contains those parts that are not formally a part of the curriculum, but that are nevertheless conveyed through educational content and processes and by the organizational culture. (Blackmore and Kandiko 2012: 7)

This approach is closely connected to the one presented by Steiner (1976), where he analyzes curriculum while trying to understand the different levels of it, translated into the questions of *What is?*, *What should be?*, and *What is effective?*. Rather than going deep into these kinds of perspectives, what is important to retrieve from them is the acknowledgement that a curriculum is formed by different actors, playing in different levels, and therefore bringing many complexities to light.

Two of the possible categories of the discourses are called *disciplinary* and *vocational*. This matter has been directly addressed by Karseth (2006) and more indirectly by Ensor (2004).

On a primary level, one can say that the *disciplinary* discourse is the one in which the pedagogic relations are vertical, i.e., 'the professor is understood as the holder of the

knowledge that should be transmitted to the apprentice through a traditional uneven relationship' (Bernstein 1996: 27). Other than that, the educational process also involves 'models of analysis, of critique and of knowledge production' (Ensor 2004: 343).

Another important feature of this kind of discourse is that it has an *introjective* orientation, rather than a connecting one with the surroundings. (Ensor 2004). This idea becomes clearer and easier to grasp once the comparison with the contrastive discourse (the *vocational* one) is set in to scene. But meanwhile, it is important to realize that being *introjective* means that it has straighter ties with the academia itself, rather than with the business and market world. In other words, the concern of this discourse lies on the subject matter itself. In the words of the author herself, 'in large measure, academic productivity derives from an inward focus upon the development of concepts, structures and modes of argument, rather than outwards upon the world. In this sense, *disciplinary* discourse has an *introjective orientation*.' (Ensor 2004: 343)

For instance, a history program is concerned with the subject matter of history, instead of also having in focus issues of employability and the connection of history to the market. In this sense it is more pointing towards itself and the academia than to the outside world and its complex issues, being therefore *introjective*. Nevertheless, it is essential to stress that the meaning of it should not be taken under the excluding lens of literalness; it is more than clear that in the case of the aforementioned example the subject matter *is* indeed very concerned with the outside world. What is meant here must be according to the discourse perspective, meaning on this regard, that it is a much more closed program. This idea gets clearer through these words: '[...] the main educational pillar [of the disciplinary discourse] is the knowledge structure of the discipline. [...] Hence, education implies a strong emphasis on student's acquisition of theoretical knowledge.' (Karseth 2006: 259).

Other than being *introjective*, Ensor (2004) also points to the sequential learning rational of this kind of discourse. It means that in order to achieve some given degree of knowledge, one must have to cover other previous more basic levels of cognizance, in a way that the whole is constructed based on blocks set upon each other like layers. This idea is clear on Weller's (2012) words, while discussing *core curriculum*: 'The simplest strategy for achieving curriculum coherence is to limit individual student choice and develop deliberate pathways through degree programs (a core curriculum)' (ibidem: 22).

A summing table has been organized by Karseth (2006: 259) and is here presented (table 2.4), in order to make an easier and global view of the main aspects of the disciplinary discourse:

Disciplinary curriculum Driving force: The knowledge production itself (cognitive legitimization)			
Structure	Content	Pedagogy	Aims
The disciplines situated in departments «Subjects» offered on foundational-, intermediate- and graduate level.	Disciplinary knowledge Emphasis on cognitive coherence	Subject-based teaching Vertical-pedagogic relations	Content-driven aims Mastery of conceptual structures, methods and modes of arguments

Table 2.4 - Disciplinary curriculum: main features (Karseth 2006: 259)

On its turn, the *vocational* discourse is the other tip of this dichotomy, being hence more *extrojective*. Following this rationale, this discourse is more directly connected to stakeholders, who are aiming to gain a trained and qualified work force. In this way, the education is but an apprenticeship of the knowledge and skills needed for a specific profession (Karseth 2006).

It is therefore a more professional discourse, where the students should learn not only the knowledge base, but also the relevant skills needed for determined practices (Stark and Lattuca 1997). The professional subjects have historically placed more importance on responding to the needs of the *world of work* (Barnett et al. 2001). It is in a certain instance connected to the principle of *performativity*, where *doing* is more valued than *knowing* and *performance*, by its turn, more valued than *understanding* (ibidem). This principle is a direct relationship between HE and the labour market.

Also, when it comes to the *vocational* discourse, a certain prejudice can be raised, while comparing it to the *disciplinary* discourse. It may come from the fact that the latter is well codified, while the former is mostly linked to tacit knowledge (Stevenson 2001). And from this comes the need to codify the *vocational* knowledge, i.e., 'put it in verbal statements' (ibidem: 647). It is an essential step in order to make it possible to create a syllabus that can be taught, to transmit and evaluate learning outcomes.

Another terminology used to describe the *vocational* discourse was used by Ensor (2004), but is referred to as *credit exchange discourse*. Despite having its own idiosyncrasies, this discourse is much similar to the one adopted by Karseth (2006), being also more directly connected and relevant for the professional education. Its terminology has much to do with the fact that the choice of the disciplines to be learned are more adaptable to the student choice, who has the opportunity to shape his or her learning according to what is personally considered as more relevant or needed to the development of the training skills

desired. This kind of discourse, exactly due to its open ended nature favors interdisciplinarity. Some arguments favor of this discourse:

As most students do not become discipline-based academics or go on to do post-graduate research, it can be argued that they need a more general education that prepares them for a work environment in which they are likely to change jobs and careers. Thus students need to develop a broad range of abilities and the capacity to make connections across a range of knowledge experience. (Blackmore and Kandiko 2012: 45)

The use of another example may clarify the concept. The former example used was a history program, and its academic profile. This time, the choice is a gastronomy program. In order to take a french cuisine course, the student does not mandatorily have already to have taken a cutlery course. There is no rationale or apparent logic for one knowledge to be built upon the other. Undoubtedly one apprentice who could master the use of knives could possibly take better use of the french gastronomy, but both topics are not dependent on each other. It illustrates the freedom of choice of the disciplines to be learned. Also, this same student could take a nutrition course, that is not originally connected to the main body of the program, exemplifying here the interdisciplinary nature of such kinds of curriculum. Last but not least, to illustrate the connection of the program to the outside world and its *extrojective* nature, in our example it is possible to assume that the student has chosen these specific courses knowing that he could possibly have a position on the french macrobiotic restaurant he already works as a sous-chef. Of course this is a very illustrative model, but it makes clear the distinction between the gastronomy and the history program aforementioned. It meets in a certain level the ideas from Barnett (2000), that 'some disciplines could be sets of activity largely distinct from the world of work whereas others derive their locus from activities in the world of work (including the professions).'

(ibidem: 256).

As well as for the disciplinary discourse, also for the vocational discourse a summary table has been developed by Karseth (2006), and is here presented (table 2.5) in order to show an overview of its main features:

Vocational curriculum Driving force: The need of trained employees for human service, information and production (social legitimization)			
Structure	Content	Pedagogy	Aims
Unified cumulative programmes Regulated by national core curricula	Multi-disciplinary knowledge Emphasis on the integration of theory and practice	Teacher-based/ subject-based teaching Apprenticeship: Vertical-pedagogic relations	Vocational-driven aims Mastery of specific skills and a shared knowledge repertoire

Table 2.5 - Vocational curriculum: main features (Karseth 2006: 260)

Yet referring to the *credit exchange discourse*, the tendency is for there to be a tension in changing the curriculum towards a 'shift from *departments* to *programs*, promoting looser frameworks that allow the new credit currency to operate and form *subject-base teaching* to *student-based learning*' (Ensor 2004: 347). This has also been noticed by Barnett (2000):

'Top-down signals about the kinds of 'skills' to be developed might be mirrored, for example, by the establishment of modular degree schemes, designed both to offer efficiency savings and to inject something of an internal student market.' (ibidem: 259)

According to what has been presented so far, most related to a *vocational* discourse is the idea of employability (Speight et al. 2013). HE system is now more attentive to employability matters, as a result from the pressure applied by the labour market (Barnett et al. 2001). Hence some challenges faced not only by curriculum developers, but also by all the actors involved in the curriculum, after its implementation, on its various layers (here included the professors, the administrators and the students), deal with insuring that the outcomes promised by the program are actually achieved after it is fulfilled. One way of measuring it can be reflected in the possibility of achieving a specific profitable job in the labor market. In other words, the big challenge is to integrate academic learning and learning for employability in the same environment. (Speight et al. 2013). Alternatively, one can see these goals as complementary, rather than contradicting:

The model is not academic learning and learning for employability, but learning for employability through the academic discipline, which ensures the continuing central significance of the discipline and avoids setting the two in opposition. (Speight et al. 2013: 4)

Without namely referring to these two discourses, Toohey (1999a) touches the issue while mentioning *course structure based on the logic of the subject matter* and *performance-, role- and competence-based structures*, these being associated to *disciplinary* and *vocational* discourses, respectively. She points out that while the former in a way facilitates the interdisciplinary, the latter has no direct connection to the interests and needs of the students, and may yet not encourage them to further investigation of the subject.

It is also important mentioning that this dichotomy categorization reflects the differences between university and college sectors, being the latter strictly connected to the *vocational* discourse, while the former to the *disciplinary* one (Karseth 2006).

On this regard, while referring to change in HE, Barnett et al. (2001) mentioned a shift that can be perceived between the traditional curricula and the emerging curricula. Some of them, in many ways can be associated with the differences between a *disciplinary* and a *vocational* curriculum, for instance, a change from *knowing that* to *knowing how*, or *knowledge-based* to *task-based* and *pure* to *applied*. These changes meet not only

Karseth's (2006) rationale, but also Ensor's (2004), while also noticing the *internal* aspect of the traditional curriculum in contrast with the *external* aspect of the emerging one. It is however noteworthy that Barnett et al. (2001) state that rather than a dichotomous curricula, these differences represent a fad realized on the newer curricula: 'the production of knowledge has shifted from within the epistemological development of the disciplines, to sites outside of the university where knowledge is applied' (ibidem: 445). This idea is also shared by Carvalho (2012): 'in this more competitive environment, the weight of the qualifications and skills associated with academic knowledge is considerably greater.' (ibidem: 79).

As an example of a possible solution to aggregate, rather than bring apart the *disciplinary* and the *vocational* discourses, comes the idea of 'socially critical vocationalism':

Socially critical vocationalism is neither training nor pure traditional academic provision but an approach to curriculum that is academically defensible, practically relevant and socially responsive and may therefore go some way towards resolving the academic versus vocational tensions in higher education (HE) curriculum debates. (Peach 2010: 449)

These ideas seem to present a plausible way to harmonize the peculiarities of the two discourses in one single program.

3. Methodology

This chapter will address the research methodology adopted in this case study, beginning with the analytical approach, going through the research design, passing to the methods used for data collection, then to the analytical tools used to process the data, closing referring to issues regarding validity and trustworthiness of the work.

3.1 Analytical approach

This case study is limited to analyzing the different discourses found in the document level and in the professors' level, regarding the BPSL program. Resuming Bernstein (2003), as already commented, the focus will be given on the *program documentation* as well as in the *curriculum translated into practice*, through the voice of the professors. These two different lenses will be put in contrast, through the rationale of the different discourses they present.

These data was analyzed using mainly Stark and Lattuca (1997) categorization, as well as Karseth's (2006) and Ensor's (2004) understanding of disciplinary and vocational discourses. Parallel to that, Bernstein (1999) conceptualizations of knowledge were also applied. As an analytical tool, discourse analysis was applied to the texts (both documents and interviews).

As it most often happens in theoretical framework and categorization plans, the reality does not always fits perfectly to the models. Nevertheless, this setup is a useful tool for analyzing critically through a scientific methodology, and many curriculums fit to them (Karseth 2006).

3.2 Research Design and methods

Due to the nature of the research problem, a qualitative approach has been adopted, since it is a more suitable epistemological position according to the nature of such approach:

Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for health science research to develop theory, evaluate programs, and develop interventions. (Baxter and Jack 2008: 544)

The work assumes an *interpretivist* position, meaning that 'the stress is on the understanding of the social world through an examination of the interpretation of that world by its participants.' (Bryman 2008: 366). This is much according to a *constructivist*

philosophical underpinning, in which the real world is understood through keeping with one's perspective (Stake 1995; Yin 2003), i.e., we actively construct meaning and our sense of the world. That implies that different individuals or levels should reveal different perspectives of the reality. In other words:

Each data source is one piece of the “puzzle,” with each piece contributing to the researcher's understanding of the whole phenomenon. This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case. (Baxter and Jack 2008: 554)

In that sense, a case study proves itself as a very valuable design, while attending to grasp in depth the interpretation and conceptualization of a phenomenon through the lenses of the individuals somehow involved with it. In this case, teachers' understanding have implications for how the program is realized. This approach makes it possible to explore a single phenomenon using different data sources, in a way that it can first be deconstructed, before later being reconstructed. This mechanism provides a good understanding of its issues, complexities and conflicts. It is so because it 'ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood'. (Baxter and Jack 2008: 544).

In the following subsections the rationale of this case study will be specifically addressed, regarding the justification of this particular case, followed by the processes used on the document analysis and the interviewing.

3.2.1 The particularities of this case

Before moving forward, it is indispensable to determine the specific object yet to be analyzed in this case study, i.e., the *unit of analysis*. This determination must present the time and place (Creswell 2007), the activity (Stake 1995), as well as the context (Miles and Huberman 1994). It has already been mentioned on Chapter 01, and is now objectively presented as:

- time: the present time, i.e., the first semester of 2013;
- place: University of Brasilia, Brasilia, Brazil;
- activity: the curriculum of the program Brazilian Portuguese as a Second Language;
- context: document level perspective and the professors' level perspective.

This set of information is indeed quite important for the understanding of the scope of the case study; nevertheless, it is not enough. Rather than acknowledging what the work refers to, it is essential to understand why this particular case is so important.

This topic has been briefly mentioned on section 1.1, where a rationale is presented for the choice of not only any program offered to graduate professionals ready to teach Brazilian Portuguese to foreign public, but specifically that one from the University of Brasília. For its groundbreaking program, it would already represent an interesting case. But rather than just being the first in this specific field, it is reasonable to assume that it might have served as a role model to other programs created in other universities in the Brazilian territory afterwards.

3.3 Data collection

Regarding the data collection, this case study has been conducted in two different moments:

- collection, analysis and interpretation of the official written documents;
- formulation of an interview guide, conduction of interviews with the professors, analysis and interpretation of the material generated.

It was chosen to be organized in this order because it is understood as essential having the knowledge of the subject of the research, namely the BPSL curriculum, before being able to elaborate questions about it to those involved with its application. In other words, in order to obtain a deeper and more fully detailed perspective from the interviewees, the interviewer should be aware of the program's aims and goals, its structure and dynamic as officially stated. This set of information makes possible the obtaining of a better understanding of the professors perspectives.

As a theoretical background, it mainly uses two axis: Stark and Lattuca's categories (1997) and the disciplinary and vocational discourses (Ensor 2004; Karseth 2006). Additionally, Bernstein's (1999) framework and core curricular analysis (Levander and Mikkola 2009) are also applied. Both the document texts and the interview texts will be processed aiming to trace how the categories (Stark and Lattuca 1997) are presented in their discourses. The analysis will be concerned with how the organization of these categories represent the two different discourses (Ensor 2004; Karseth 2006).

3.3.1 The document level

The documents used in this case study and chosen to be analyzed were mainly:

- Curricular Policies for Language Programs (A);
- General Regulation from the University of Brasilia (B);
- Brazilian Portuguese as a Second Language. Plan Synthesis (C);
- Undergraduate Program of Brazilian Portuguese as a Second Language - Syllabus (D);
- Data change object (E).

The choice of such documents is justifiable according to the rationale of its presentation: starting with a broader perspective, and then focalizing in the specific case of interest here. In that sense, it begins having (A) and (B) as a background, and then looking more detailed into the specificities of the subject of this study (C), (D) and (E). With this approach the intention is to have a more complete understanding of the whole phenomenon, and then, grounded on the general information, be able to understand and analyze the particularities of the case in focus. This idea is illustrated by image 3.1

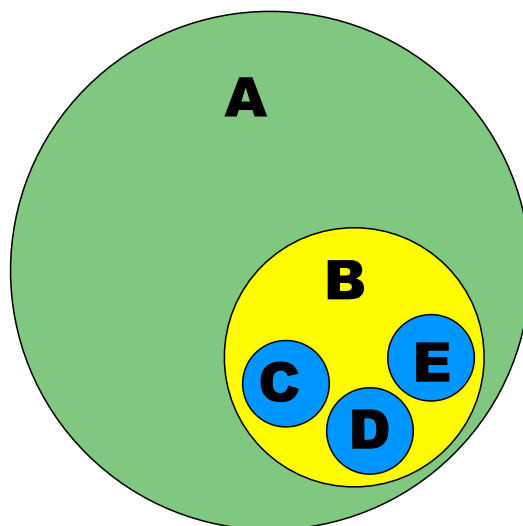


Image 3.1 - BPSL Documents levels

Other than that, the documents (C), (D) and (E) have been chosen not only due to its official character, but also because they give the necessary material for analysis, according to the rationale presented on the analytical framework and literature review chapter (Chapter 02)

3.3.2 The professors' level

In order to have access to these individuals perspectives, interviewing seems to be a quite reasonable tool. The goal of having this other level, in addition to the document level, was to triangulate the information available about the program, trying to investigate if there are any gaps, tensions or incongruences between those two. The professors' level has been approached through interviews conducted with professors of BPSL program of the UnB. They were invited to participate on the project through an *invitation letter* (Appendix I) sent by electronic mail.

The attempts to contact the professors happened in three different moments: first through the contact with one professor informant at the UnB, secondly through the contact with two professors previously acquainted with the researcher of this project, and last through the

access of institutional mails of the professors who teach at BPSL program. However, only the last attempt was successful.

From all the 12 professors contacted, 08 answered to the invitation, but only 03 of them gave positive responses, resulting in a total of 03 interviews.

Due to the distance between the interviewees and the interviewer, all the interviews were made using digital long distance networking means, namely Skype. They were recorded in the form of a digital file, which have been deleted on the 1st of September, 2013. Each section lasted for about 55 minutes, being the shortest 49 minutes and the longest 62 minutes. The dialogs were conducted in Portuguese, and every excerpt used in this case study was translated to English by the author of the project.

While developing the interview guide, there were two main concerns: first to develop a structure that could further ahead be analyzed in order to answer to the research question (section 1.2) and the theoretical framework (Chapter 02, specially sections 2.1.3 and 2.3), according to this case study rationale. Other than that, considering the interviews have been conducted via Skype, the second main concern was about how to make the interviewee as comfortable as possible, in order to obtain the maximum informations as possible.

Regarding the first issue, the approach adopted was the development of the questions having in mind the specific topics and particular questions that could help the understanding of the professors perspective on curriculum. Hence, a scheme was created associating the questions to the specific points to be investigated according to the theoretical framework. This scheme is here presented (table 3.1):

Theme	Question	Follow up question	Investigation aim
Background information	What is your academic background?	-	-
	How long have you been working in this program?	-	-
	Could you talk a little bit about your course?	What are the aims?	(a)
		The purposes?	(a)
		The content?	(b)
		If I understand correct, the main steps would be	(c)
	How do you understand the connection between your specific course and the broader program?	-	(j)

Theme	Question	Follow up question	Investigation aim
The teaching	How do you organize your teaching?	What method do you prefer to use?	(e)
		Why do you choose this instead of that?	-
		Are there any particular learning activities?	(e), (f)
		Could you give me an example?	-
	What are the main tasks you have to do while teaching your course?	Are there any challenges related to that?	(e)
		What have you experienced?	
	What are the forms of assessment used by you?	Are you free to choose it or is it some how predetermined by the program?	(g)
		Any specific reason for this specific evaluation method to be used?	-
The program	Who are the students?/What characterize the learners?	What are the differences you can notice between a freshman and a student close to graduating?	(d)
	How do you understand the relationship between the different courses in the program?	What would be the positive side of it?	(b), (c)
		And what about the negative side of it?	(b), (c)
	Is there any pressure you can perceive in the theory/practice relationship?	How do you see the connection between what is taught in class to what should be used in practice by the students in their professional careers?	(i), (j)
	Lot of things are changing in Brazil and the government is concerned about education. How does it relates to the program?	Does this influence your work in any way?	(h)
	What is your imagination about the future of the program?	Why do you understand this tendency instead of some other?	

Table 3.1 - Interview: theoretical scheme, associated with the investigation aims. (The investigation aims refer to (a) purpose; (b) content; (c) sequence; (d) learners; (e) instructional process; (f) instructional resources; (g) evaluation; (h) adjustment; (i) disciplinary/vocational discourses; (j) knowledge, action and self)

By its turn, the second issue was addressed through the use of semi-structured interview guide, in a way that the conversation could flow as naturally as possible.

In a broader sense, however, putting technical concerns aside, the main goal of the interview was to draw an outline of the professors' perspective about the curriculum, i.e., what are the discourses they present, when it comes not only to the courses taught by them, but to the program as a whole. This topic refers directly to the second follow up question to the main research question, presented on section 1.2: 'What discourses inform the interpretation and enactment of the curriculum at the professors' level?'

As previously stated (while referring to the curriculum core analysis on section 2.2.2), it is known to be somewhat a complex matter to perceive the connections between the whole context and the individual courses:

Individual teachers tend to focus on their own research and teaching, especially when they have a strong disciplinary or field-specific orientation. Teachers often have very little time to learn about teaching concerning the whole program and contents taught by other teachers.' (Levander and Mikkola 2009: 279)

Therefore, the framework (table 3.1) developed parallel to the interview guide itself has as its main purpose to make a clear cut on the material, pointing out what should be the points investigated.

Other than that, another goal of this interview was to find out if there are any parts, ideals or ideas that are present in the curriculum on the professors' level that cannot be seen or easily perceived on the documents' level. This issue is also stressed by Levander and Mikkola (2009):

Planning and implementing teaching has largely been a private issue. This also conveys the possibility that the actual delivered teaching content is the teacher's implicit, internalised knowledge, not described beforehand in published course descriptions. Thus, within the actual content may lie a partly hidden curriculum, unknown to students and colleagues (Levander and Mikkola 2009: 276)

In accordance to the regulations stipulated by the Data Protection Official for Research, in agreement with the Norwegian legislation, the participation of the interviewees was voluntary and every participant could withdraw his/her consent as long as the project is in progress, without stating any reason.

Regarding the identity of the interviewees, the choice was to refer to them as Professor A, Professor B and Professor C, as an attempt to preserve their anonymity. Nevertheless, once the University in which the case study takes place, as well as the program issued are clearly stated in many sections of this thesis, there is a possibility of tracing who has been

interviewed. Yet, all the participants have been informed about this contingency and were still according on these conditions.

The interviewees were also offered to contact the supervisor of this project at any time, to clarify any doubts regarding the case study and/or the interviews.

3.4 Analytical methods

In discourse analysis what is in question is the language itself. It has a qualitative nature, and is very valid while trying to clear the meanings and messages inherent to the discourse, behind the superficial text.

Discourse analysis has as its object of study, as its own denomination states, the discourse. This element is understood as a construct of a social activity, and hence carries within itself features of the social reality presented according to the perspective of its author. While used as an analytical tool, it is inserted in the linguistic and psychology sciences, and aims to trace which ideologies are present and/or represented in a discourse. In that sense, the text can be understood as a part of the discourse and is the empirical object of the analysis. It is upon its elements that a scientific investigation can be made.

The text, as the axis of *discourse analysis*, has five founding assumptions:

- the basic unit of analysis is text;
- the focus of examination is the language of the text;
- text is structured;
- texts are meaningful language units, which primarily derive their meaning from their situated use;
- there are no privileged texts, but only authentic, attested texts can be the basis of analysis. (Georgakopolou and Goutsos 2004: 6)

Amongst all the traditions on discourse analysis, the one used here was french tradition, based on the ideas of Foucault.

By applying discourse analysis's theory to this case study, the aim is to understand how did a disciplinary and/or a vocational discourse construct the ideas and the rationales of what the teachers/students should do. In that sense, the main analytical lenses are the disciplinary and the vocational discourses. Hence, recurrent patterns that could be looked for in the data were tried to be traced.

3.5 Trustworthiness and validity issues

Traits such as credibility, transferability, dependability and confirmability measure the quality and rigor of a scientific work, achieved through methodological principles (Mason 2002). They are the evaluating criteria adopted in qualitative research in parallel to those from a qualitative research approach (Bryman 2008).

This case study intends to assure its scientific value and believability dealing on such way:

- credibility: use of triangulation, regarding the use of different data sources;
- transferability: provision of a thick description of the data material and of the methodology used, in order to be eventually reproduced afterwards;
- dependability: keeping of complete record regarding the phases of the project, as well as the data itself ²;
- confirmability: the awareness of despite the fact that flaws may occur in a scientific investigation of such nature, there is a moral commitment that this study has been conducted according to a good faith attitude.

² regarding the storage of data, specially concerning the interviews' material, see 3.3.2

4. BPSL's curriculum on the Document Level

This chapter of the thesis relates to what has been so far referred to as *document level*. It is organized into three main sections: the first two sections refer to the presentation of the curriculum. It begins with a broader view, introducing the curricular policy for a language program, and the university regulations, which is then followed by the specificities of the BPSL curriculum itself. The documents used as a base for these sections were obtained from the Ministry of Education, and the University of Brasília. The third section consists of the program analysis itself, beginning also with a broader analysis, and closing with the choice of three representative courses of the program that will be looked at more closely.

4.1 General policies and regulations

Every undergraduate program in Brazil, in order to be recognized as legitimate by the Ministry of Education must attend to the guidelines referred on the Curricular Policies [*Diretrizes Curriculares*] specific for every program, determined by this very Ministry. Other than that, every University has its own policies, referring to more specific topics on the general regulations and running of the institution. Hence, before looking specifically to the BPSL curriculum itself, this chapter begins with an overview on these two policies:

- Curricular Policies for Language Programs;
- General Regulation from the University of Brasília.

According to the Ministry of Education, a language³ undergraduate program must be directly concerned not only with the university's role as a knowledge-producer institution, but also with its links to the market and the needs of the society:

The University is conceived not only as the producer and detainer of knowledge and erudition, but also as an entity willing to answer to the education and technological needs of the society. Nevertheless one must foreground that the University cannot be only seen as an entity that reverberates the society and the labour world. It must be a place for culture and creative imagination, able to intervene in the society, transforming it according to ethical principles. (BRASIL 2001: 29)

³ in Portuguese, the word used to define such course is *letras*, and relates to language courses that deal not only with linguistic subjects, but also with literature ones. In this translation, we use *language course*, but its semantics somewhat differs from the original term.

Nevertheless, the program must not answer purely to the demands of the outside world, but rather act with social and ethical responsibility. This ideology is stated in the following excerpt:

The Language field, comprised in the human sciences, brings forward the dialectical relationship between the modern society's pragmatism and the nourishing of the humanistic values. (BRASIL 2001: 29)

According to this rationale, the document proceeds with the definition of *curriculum* adopted by the Curricular Policies, before moving forward to the proper policies. There it is stated that the a curriculum must be seen as *cultural construct* with a practical-theoretical nature:

[curriculum is] each and every academic activity cluster which comprises a program. This definition introduces the concept of **curricular academic activity** - the one considered relevant for the student to acquire the needed competences and skills to his/her formation that can be assessed from inside and outside in a continuous and transforming process [...] (BRASIL 2001: 29)

Following the curriculum definition, the document presents the two tenets that guide the policy: flexibility on the organization of the program, and awareness of the heterogeneity of the student's knowledge. Once the concept is stated clearly, it proceeds with the policy itself, organized around the following categories:

- Student's profile: the goal of the program must be to shape professionals not only proficient in the language, but also able to reflect critically upon its linguistic and cultural features. Other than that, literature knowledge is also essential. Research and extension projects are presented as a way to achieve it.
- Competences and skills: a range of competences is listed, amongst these an up-to-date professional preparation according to the labour market, mastery of teaching and learning processes, and proficiency in the language, its literature and general cultural aspects.
- Curricular contents: the basic knowledge must be on the linguistic and literary fields. In addition to that, extension activities and practice are required (conferences, internships and so on), for being understood as important to shape a language professional.
- Program structure: the program must state the mandatory and the optional courses, such as its organizational form (for instance, the credit system).
- Assessments: it should be evaluated the coherence between the pedagogical project objectives and the professional profile of the student. The assessment should be internal as well as external.

These general aspects hitherto presented are relevant for this case study, insofar as it introduces the main aims and purposes that a language program is supposed to attend to in the Brazilian national territory. From what has been exposed, it is possible to assert that

on the document level, regarding the general regulations, both the introjective and the extrojective features of the program are present, represented by the knowledge base domain and the labour work through research and extension projects, respectively.

Once these general rules from the Curricular Policy have been presented, the next step is to look specifically at the regulations from the UnB. While referring to the undergraduate programs, the University General Regulation states that such programs:

[...] have as goal the education of qualified professionals to the practice of activities that demand higher education. (Brasília 2007: Título III, Capítulo I, Seção I, Art. 84).

It also states that the knowledge should be presented in a broad way, comprising a solid knowledge base both in the specific subject matter as in correlated areas, as well as connected to research and extension activities.

The graduation programs must offer a broad base to the student formation, englobing subjects from the basic and correlated fields that contribute to the specific objects of the programs, making it possible the access to correlated fields (Brasília 2007: Título III, Capítulo I, Seção I, Art. 85)

Extension and research activities, suitable to the specific knowledge fields and to the nature of the themes approached, should integrate the teaching programs. (Brasília 2007: Título III, Capítulo I, Seção I, Art. 86)

It is materialized through the organization of the programs itself: the student chooses the courses that will be studied according to one's interests. The courses are organized in two great groups: *integrant module* (IM) and *open module* (OM). The first one refers to the topics that are related to the subject matter of the course, yet subdivided in two other groups: *mandatory disciplines* (MD) and *optional disciplines* (OD). The second module refers to the disciplines the student can choose amongst all the ones offered in the university. The MD must be no more than 70% of the total credits taken in the program, while OM must be at least 24 credits (the exact number varies according to each specific program). This structure can be easier perceived through the scheme below (image 4.1)

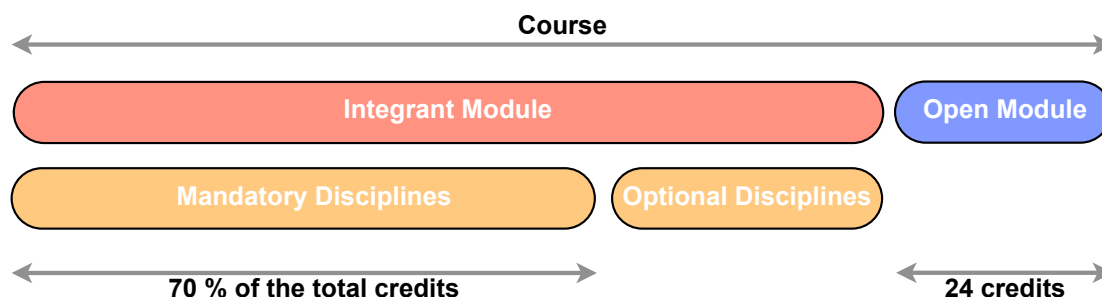


Image 4.1 - Credit system

Each *credit* is equivalent to 15 *hours of lecture*, being the *hour of lecture* by its turn the equivalent to 55 minutes (and 50 minutes for the night programs). In order to enroll a discipline, the candidate must attend to the specific provisos (such as the chain organization of the disciplines, where they are organized in a sequence and one can only be learned after another).

Other than that, the University Regulations state yet that the research activities should be integrated to the teaching programs.

4.2 Presenting the program

This section begins by the presentation of the program's aims, moving to the program structure, and then finally it introduces each MD's syllabus. The documents used for this curriculum presentation were retrieved from the central office of the Department of Linguistic, Portuguese and Classical Languages (LIP) from UnB and are attached to this thesis (in Portuguese) as Appendixes III, IV and V, namely:

III - Brazilian Portuguese as a Second Language. Plan Synthesis

IV - Undergraduate Program of Brazilian Portuguese as a Second Language - Syllabus

V - Data change object (it refers to some changes and alterations made on the aforementioned document)

In addition, the information provided by the UnB website (Brasília 2013b) regarding the BPSL program has been used as a source of information about the syllabus.

4.2.1 The program and its aims

The BPSL program has as its goal the formation of teachers able to teach the Brazilian variant of the Portuguese Language (BVPL) to a public who does not have Portuguese as their native language. It comprises not only foreigners, but also indians⁴, deaf people and whichever public that may show interest in this domain.

The program has been created to respond to the shortage amongst the university's programs, acting in favor of the internationalization of the BVPL. The program aims to provide the market with professionals able to work not only in the national territory, but also abroad.

⁴ Originally, in Portuguese it is used the word *indians*. This is often translated to English as *native americans*. Nevertheless, it may present some anthropological inadequacies, as well as the use of the term *indians* also would. Yet, the goal in this section is rather descriptive than sociological. Hence, the term *indians* is used to refer to the contemporary Brazilian people, descendent from the native american nations that lived in the continent before the arrival of the first europeans.

The program, during all its structure organization, has been oriented towards the development of the intercultural linguistic comprehension and production, as well as contrastive studies, aiming the training of Brazilian professionals - BPSL students - to teach the vernacular form of the language to other language users from the most diverse national and international communities. (Brasília 2001: 2)

It is stressed in the Plan Synthesis (Brasília 2001) that the program is designed for the Brazilian student, who aims to enroll an undergraduate program which will enable one to teach the BVPL to a public who does not have Brazilian Portuguese as its mother language, and *not* to foreigner who wants to learn Portuguese. Also it differs from the other Portuguese programs offered by the UnB, once these programs are designed to prepare professionals to teach in schools and colleges⁵.

The document foregrounds in many exerts the direct link of the motivation for the creation of the program with the needs and demands of the market (specifically the market for Portuguese teachers specialized in the BVPL). For instance in the following quote:

One of the main reasons for the creation of BPSL is based on the professional's profile, who will be able to take place in the national or international markets which require knowledge in Portuguese language for social, political or economical reasons. (Brasília 2001: 3)

4.2.2 The program structure

Following the market rationale, the curriculum of BPSL is intended to be based on interdisciplinarity. It results on the organization of the courses in groups, according to the *pedagogical conception* (Brasília 2001) of the course. Hence, all the courses have been organized into six groups:

- applied linguistic;
- practical-theoretical and contrastive;
- linguistic policy;
- pedagogic theory and praxis;
- language domain;
- Brazilian socio-cultural knowledge.

The total number of credits demanded for the completion of the program is 164, at least 16 credits of OD, and 24 credits the maximum of OM. That is also a requirement to complete the program that the student must enroll into two courses of a supervised internship. These courses answer only for 04 credits each, but reflect a total of 120 hours of internship as a whole.

⁵ The terms *escola de ensino fundamental e médio* have been translated as *schools* and *colleges*. Despite there are peculiarities in the Brazilian educational system that differ from that used in Europe or in the USA, it is important to make it clear that these levels are those of basic education and the one which precedes the university level, respectively.

At each semester the student must choose the courses he/she wants to enroll comprising no more than 30 credits and no less than 12. The BPSL program as a whole should be concluded in no more than 14 semesters and no less than 6 semesters.

There are 30 courses⁶ amongst those suggested by the UnB website as a way to achieve the 164 credits. They comprise both MD and OD but the OM has been kept as *open*. These courses have been grouped together, in order to make it easier to see the bigger picture of the program, and are listed below, in the shape of a table (table 4.1) presenting their reference number (ref.), their name (course), the department (dep.) that it belongs to, the semester (sem.) it is suggested to be studied, the reference of the courses that are prerequisites (pre.) for it, and its number of credits (cred.).

Ref.	Course	Dep.	Sem.	Pre.	Cred.
1	Instrumental English	LET	I	-	4
2	Phonetic and phonology of the PSL	LIP	I	-	2
3	Brazilian contemporary literature foundations	TEL	I	-	4
4	Linguistic applied to PSL teaching	LIP	I	-	4
5	Development and learning foundations	PED	II	-	6
6	Comparative phonetic and phonology of modern languages	LIP	II	2	4
7	Approaches, methods and techniques for PSL teaching	LIP	II	4	4
8	Foundations for first and second language acquisition	LIP	II	4	4
9	Reading and writing texts	LIP	III	-	4
10	Linguistic variation in Brazil	LIP	III	2	4
11	Contrastive lexicology, semantics and pragmatics	LIP	III	4	4
12	Morphosyntax of the Portuguese language	LIP	III	4	2
13	Practice of texts	LIP	III	-	4
14	Organization of the Brazilian education	PAD	III	-	4
15	Language policy	LIP	IV	10	4
16	Portuguese syntax	LIP	IV	10	4
17	Prospect of the Brazilian literature	TEL	IV	-	4
18	Educational psychology	TEF	IV	-	4
19	Introduction to multimedia	LIP	V	4	4
20	Contrastive morphosyntax of modern languages	LIP	V	12, 16	4

⁶ In the original documents the word used is *disciplina*, in Portuguese. So far, the translation option was to use *discipline*, instead of *subject*. (See also note 7)

Ref.	Course	Dep.	Sem.	Pre.	Cred.
21	Primary didactic	MTC	V	-	4
22	Study of the contemporary portuguese grammars	LIP	VI	15	4
23	Workshop: problem solving on reading and writing	LIP	VI	-	4
24	Portuguese language and BPSL teaching history	LIP	VI	15	4
25	Lexicography	LIP	VII	11	2
26	Grammar workshop	LIP	VII	16	6
27	Intercultural issues	LIP	VIII	10	4
28	Directed internship I	LIP	IX	21, 23	4
29	Course project	LIP	IX	19	6
30	Directed internship II	LIP	X	28	4

Table 4.1 - Courses of BPSL program (Here it is presented the departments with the same acronym used by the UnB, where LET stands for Department of foreign languages and translation, LIP for Department of linguistic, Portuguese and classical languages, TEL for Department of literary theory and literature, PED for , Department of scholastic and development psychology, PAD for Department of planning and administration , and MTC for Department of methods and techniques)

Other than this summary table, there a scheme has also been developed (Appendix VII) illustrating the same information, in a more visual disposition. There the courses are arranged according to their department (vertical axis) and the suggested semester in which they should be studied (horizontal axis).

Both in the aforementioned scheme (Appendix VII), as well as in the previous table (table 4.1), the courses were represented according to the different departments to which they belong. It is however important to stress that the university departments are not organized according to the groups previously listed on this section. The other OD which have not been listed here (considering it is the part of the curriculum that each student chooses particularly) can be referred on Appendix IV.

4.2.3 The syllabus

Instead of going deeper into every detail of the syllabus of each of the IM's courses (investigating aspects such as semester plan and bibliography), the work proceeds introducing the main goals and aims of the same 30 courses introduced on section 4.2.2. To do so in a synthetic manner, a table has been made based on what is presented on the UnB website (Brasília 2013b), regarding BPSL program and its syllabus. It is available at Appendix VIII.

This information cannot be found at the original documents in the same way it is presented here. Originally the presentation regards one discipline⁷ at a time, showing not only the aims and goals, but also (not in every case) the units in which the course will be offered to the students, as well as the bibliography used on the course. An instance of the way it is presented can be seen on Appendix VI.

In this thesis, however, a compilation is made highlighting the aims and goals of every course, and assembling them in one synthetic table (Appendix VIII). At this table it is presented the same references created for each course used on table 4.1 (ref.), the name of the course (course) and the aims and goals proposed (aims and goals).

4.3 The program analysis

A complete analysis of every course hitherto presented would offer a greater understanding of the program as whole, when it comes to the document level. Nevertheless, due to the limitations of this case study, a restraint to the number of courses analyzed in details was understood as a pragmatical way to present the program. In order to have an analysis that could have a parallel in the professors level, the courses analyzed were chosen according to those that are currently taught by the professors interviewed. Considering that these professors often teach more than one course, the criteria adopted for choosing them are as follows:

- a. its position in the disciplinary/vocational axis: the aim was to have one example of a course with a strong disciplinary orientation, and one with a strong vocational orientation. This classification at this moment was more based on an estimate. Its resulting tendency on this axis will only be assured after its analysis.
- b. its position in the semester table presented by the UnB's website (here adapted to table 4.1): the aim was to have one course from the beginning of the program, and one closer to the end of the program.

The result is the choice of three courses:

- Linguistics applied to PSL teaching (reference number 04 on table 4.1): this course is assumed to stand for a vocational axis (due to its *applied* nature) and is on the beginning of the program.
- Portuguese language and BPSL teaching history (reference number 24 on table 4.1): this course is assumed to be positioned on the disciplinary axis, and is located closer to the end of the program.

⁷ Here the word *discipline* is used as a direct translation of what is written in the original documents, i.e. *Disciplina*, in Portuguese. Further ahead in the thesis, the word used is *course*, instead (except in comparative tables). The choice for this change is justified based on the understanding that one course may englobe different disciplines (for instance linguistics and pedagogy).

- Grammar workshop (reference number 26 on table 4.1): this course is assumed to stand for one who joins disciplinary and vocational features and is located towards the end of the program.

These courses are presented according to the model offered at the UnB website, synthesized in the shape of a table (for each course), where the aims and goals are presented once again, and the information about the program is introduced. The bibliography is also presented on the University website, but was omitted in this analysis due to the limitations of this study.

On the next sections, each one of these courses are to be analyzed according to the theoretical background presented on Chapter 02, using the methodology and the analytical tools described on Chapter 03. But before addressing the courses properly, the analysis begins with the broader aspects of the program (referring to section 4.1).

4.3.1 General aspects of the program

This section of the work begins with a description of statements from the curriculum organized in the categories provided by Stark and Lattuca (1997). Based on what has been stated on the official documents presented on sections 4.1 and 4.2, a table has been developed (table 4.2) as an attempt to group the information in a systematic way, so that it can then be analyzed according to the distinctions between disciplinary and vocational discourses:

Categories	BPSL curriculum
Purpose	The program must be in connection not only with the academic world, but also with the market and the needs of society, through an ethic position. The goal of the program must be to shape professionals not only proficient in the language, but also able to reflect critically upon its linguistic and cultural features. Other than that, literature knowledge is also essential. Research and extension projects are presented as a way to achieve it.
Content	Linguistic and literary fields, connected with extension activities and practice. up-to-date professional preparation according to the labour market, mastery of teaching and learning processes, and proficiency in the language, its literature and general cultural aspects
Sequence	Organized in a progressive way, in which 18 amongst the 30 disciplines presented have prerequisites. Organization of the disciplines in groups, according to the <i>pedagogical conception</i> . The program must state the mandatory and the optional disciplines, such as its organizational form
Learners	They should be proficient in the language, and reflect critically upon linguistic and cultural features.
Instructional process	Not specified
Instructional resources	Not specified

Categories	BPSL curriculum
Evaluation	Not specified
Adjustment	Evaluation of the coherence of pedagogical project objects and the professional profile of the student, through internal and external means.

Table 4.2 - BPSL curriculum categories, according to the DL (Aiming the uniformity of the whole analysis, *evaluation* here, as well as in the other analytical or synthetical tables and comments referring to them further presented in this case study, stands for the evaluation of the students)

Despite that the original goal seemed to be to organize the program into groups, accordingly to their pedagogical conceptions (see section 4.2.2), what is seen on the UnB's website is that the courses are *de facto* arranged according to their departments. Based on what has been presented on table 4.2, associated with Appendix VII, it is possible to see that there is a resemblance between this arrangement and the disciplinary curriculum structure. It is so because the courses are organized according to their departments.

When it comes to its sequence, some of the courses are prerequisite for others, such as *phonetic and phonology of the PBSL* is a prerequisite for *comparative phonetic and phonology of modern languages*, for instance (see table 4.1, reference numbers 02 and 06). This cumulative way of ordering the courses is another feature pointed by Karseth (2006) as belonging to the disciplinary discourse.

Also, the fact that the evaluation process is not specified by the general regulations makes it possible to assume that it lies in the hands of the professors. This is also a feature that fits the disciplinary profile, according to Ensor (2004).

Regarding its content however, there is an important feature worthy of highlighting: it is 'connected with extension activities and practice'. This connection with practice is much aligned with a vocational discourse, where its content has 'an emphasis on integration between theory and practice' (Karseth 2006: 260).

Moving forward to its pedagogy, it is noteworthy that neither the instructional process, nor the instructional resources are clearly stated at none of the documents analyzed. It can be so, due to the global nature of these papers, since they refer to the general regulation for a language program in the whole Brazilian territory, as well as the general regulations for all the programs at the UnB. Hence, it is reasonable to assume that this specific topic should be more properly addressed on the specific plan for each particular course. Therefore, it will be looked into in more details in the next sections, where the sample courses are analyzed thoroughly.

As to the purposes, there are some interesting statements such as: ‘in connection [...] with the market and the needs of society [...]’ or ‘Research and extension projects are presented as a way to achieve it [knowledge]’. These two could illustrate a vocational driven curriculum, according to Karseth (2006). Nevertheless, some other excerpts such as: ‘in connection [...] with the academic world [...]’, or ‘shape professionals [...] proficient in the language, but also able to reflect critically upon its linguistic and cultural features. Other than that, literature knowledge is also essential.’ point to a disciplinary driven curriculum.

All these features are now put together in another table (table 4.3) (based on Karseth (2006)), where each aspect of the program is categorized according to its disciplinary and vocational tendencies:

BPSL curriculum Driving force: knowledge production and the need of trained employees (social legitimation)			
Structure	Content	Pedagogy	Aims
Disciplinary: disciplines situates in departments. Subjects offered in gradual levels (prerequisites)	Disciplinary: knowledge emphasis on cognitive coherence.	Not specified	Disciplinary: mastery of conceptual structures, methods and modes of arguments.
	Vocational: multi- disciplinary integration of theory and practice		Vocational: mastery of specific skills and a shared knowledge repertoire

Table 4.3 - BPSL curriculum on the DL according to disciplinary and vocational perspectives

In that sense, the understanding that can be taken here is that on the document level the program aims to blend the vocational and the disciplinary discourses. Both are reflected in the stated aims, however with a tendency to highlight the disciplinary orientation.

4.3.2 Courses

Following the analysis, after the general aspects of the program have been done, the work proceeds with a smaller scale investigation, analyzing the three courses mentioned previously in this chapter, i.e.: *Linguistic applied to PSL teaching*, *Portuguese language and BPSL teaching history* and *Grammar workshop*.

Linguistic applied to PSL teaching

This course belongs to the first semester of the program and is administrated by the LIP department. Its synthetic table (table 4.4), which consists of a translation of what is presented at the University’s website, regarding the course’s description, follows below:

Linguistic applied to PSL teaching	
Aims and goals	Linguistic as a science. The four skills on a second language acquisition. Periods of linguistic history applied to language teaching. Behaviorism and contrastive analysis. Mistakes analysis; Approximative systems; texts analysis; Integration and transdisciplinarity. Portuguese language: variants, modalities and registers. Analysis of methodology for teaching Brazilian Portuguese as a second language.
Program	1. The scientific study of language 1.1 The formation of linguistic as a science 1.2 The subject matter and the method 1.3 <i>Langue et language</i> : settings 1.4 Basic linguistic concepts: linguistic sign, language, speech, synchrony, diachrony, paradigm, syntagm.
	2. Linguistic applied to the second language teaching 2.1 Theoretical approaches 2.2 The four abilities on a second language learning 2.3 Brief background on applied linguistic 2.3.1 Behaviorism and contrastive analysis 2.3.2 Errors analysis. Regards on teaching and the teachers attitude: student observation 2.3.4 Texts analysis: Considerations on teaching: development of cognitive skills. 2.3.5 Integration and transdisciplinarity
	3. The Portuguese language 3.1 Varieties of the Brazilian Portuguese: the oral and written modalities 3.2 The records: from formal to informal 3.3 Communicative functions 3.3 Brazilian Portuguese as a second language teaching methods analysis (N.B.: the numbering should be 3.4, but it has been here reproduced accordingly to what is stated on the University's website)
	4. Didactic activities Expositive classes, readings and discussion of indicated texts, directed studies, annotations, seminars and group work.

Table 4.4 - Synthetic information about Linguistic applied to PSL teaching (Brasília 2013c)

In order to be analyzed, this information has been reorganized in the shape of a new table (table 4.5), according to Stark and Lattuca's (1997) categories:

Categories	Linguistics applied to PSL teaching
Purpose	Linguistic as a science.; Integration and transdisciplinarity.
Content	The four skills on a second language acquisition. Periods of linguistic history applied to language teaching. Behaviorism and contrastive analysis. Mistakes analysis; Approximative systems; texts analysis. Portuguese language: variants, modalities and registers; Analysis of methodology for teaching Brazilian Portuguese as a second language.

Categories	Linguistics applied to PSL teaching
Sequence	1. The scientific study of language; 2. Linguistic applied to the second language teaching 3. The Portuguese language
Learners	Not mentioned
Instructional process	Expositive classes, readings and discussion of indicated texts, directed studies, annotations, seminars and group work.
Instructional resources	Not mentioned
Evaluation	Not mentioned
Adjustment	Not mentioned

Table 4.5 - Categories of Linguistics applied to PSL teaching, according to the DL

From this reorganization it is possible to draw some ideas about its nature (disciplinary or vocational), based on Karseth's (2006) theoretical framework.

Starting by the purpose, despite the fact that there is not much material to be analyzed, it is still possible to assume that stating *linguistic as a science* is much aligned with the disciplinary discourse, since it is understood as being an apprenticeship regarding knowledge critique, production and analysis (Ensor 2004). Yet, the other part of its purpose stands *integration and transdisciplinarity* is by its turn aligned with the vocational discourse, based on the understanding that 'an integrated approach to theory and practice is a hallmark of the discourse'. (Karseth 2006: 260).

Despite showing both discourses in a rather equal measure on this first category, its content, sequence and instructional process seem to be leaning more strongly to the disciplinary orientation. For instance, its content has a very disciplinary knowledge, with emphasis on cognitive coherence, its instructional process is subject based and shows vertical relationships. Both this characteristics are clearly presented by Karseth (2006) as being part of the disciplinary discourse.

Not much can be said about the other categories, since there is no available information in this regard. Yet, this void may have an important meaning. This however should be explored further ahead, once the comparison between the two levels (document and professors) is analyzed in contrast.

In general terms, the analysis of this course points that it has both disciplinary and vocational features, with a stronger tendency to the disciplinary discourse.

Portuguese language and BPSL teaching history

This course belongs to the sixth semester of the course and is administrated by the LIP department. Its synthetic table (table 4.6), which consists of a translation of what is presented at the University's website, regarding the course's description, follows below:

Portuguese language and BPSL teaching history	
Aims and goals	The formation of the Portuguese language at Iberia. The contact of Portuguese with other roman languages: diachronic studies. The diversity of Portuguese: synchronic studies. Orthography: historic aspects and contemporary situation.
Program	Unity 01 - External history 1. The multilingualism in the Iberian Peninsula between the X and XIV centuries 2. The constitution of Portuguese by the side of Spanish and Galician
	Unity 02 - The contacts of Portuguese with other Romanic languages, under the perspective of the diachronic studies 1. Converging and diverging phonological, morphological and syntactic aspects of Portuguese with Spanish, Galician, French, Italian, Catalan, and Romanian 2. The grammars and dictionaries of the romanic languages
	Unit 03 - Comparative study, under the social and historical perspective of morphosyntactic and lexical structures of the Portuguese from Brazil, Portugal and from Africa, those whose official language is Portuguese (PALOP) 1. The movements of morphology and within syntax: the usage of verb tenses, cases of verbal agreement; subject and object position in active and passive clauses. 2. Semantic interference in the lexical formation and national derivations.
	Unity 04 - The orthography and the pragmatic usages in the Portuguese language area. Aspects of phonetic differences amongst the Brazilian, Portuguese and African speeches.

Table 4.6 - Synthetic information about Portuguese language and BPSL teaching history (Brasília 2013d)

As well as it has been done for the previous course, the information has been reorganized in the shape of a new table (table 4.7), according to Stark and Lattuca's (1997) categories, in order to make the analysis clearer:

Categories	Portuguese language and BPSL teaching history
Purpose	Not mentioned
Content	The formation of the Portuguese language at Iberia. Diachronic studies. Synchronic studies.
Sequence	1. External history 2. The contacts of Portuguese with other Romanic languages 3. Comparative study of Portuguese variations 4. The orthography and the pragmatic usages in the Portuguese
Learners	Not mentioned

Categories	Portuguese language and BPSL teaching history
Instructional process	Not mentioned
Instructional resources	Not mentioned
Evaluation	Not mentioned
Adjustment	Not mentioned

Table 4.7 - Categories of Portuguese language and BPSL teaching history, according to the DL

In this case, differently from the previous one, an important information is missing: its purpose. This is vital for understanding the orientation of the course and all its other features. This silence may well jeopardize this analysis trustworthiness, concerning the diagnosis of this course orientation on the disciplinary x vocational axis. However, it has an important meaning as well: once the purpose is not clearly stated in the document level, it can possibly result on a greater gap that can be filled by the professors on the way they consider as being the best. Hence, it can mean that different professors may have the opportunity to organize different courses, according to their own perception and interpretation of the course plan. In that sense, according to the professors' understanding, the program could tend more to one side or to another.

Nevertheless, the other categories indicate that the course has a greater tendency to the disciplinary discourse. It is so due to the nature of its content, and its sequence: both have as a base the disciplinary knowledge, with emphasis on cognitive coherence, which has been already pointed here as one of the main attributes of a disciplinary discourse, according to Karseth (2006).

Once again the silence regarding the other categories should be better explored during the comparative analysis of documental and the professors' perspectives about the courses.

Despite not being able to take the analysis under its most accurate way, considering the material available, it is possible assume that this course has a disciplinary discourse. It is important to highlight however that the way it was presented, it opens the possibility for the course to be developed in various ways, i.e., it could tend both to disciplinary and to vocational discourses.

Grammar workshop

This course belongs to the seventh semester of the course and is administrated by the LIP department. Its synthetic table (table 4.8), which consists of a translation of what is presented at the University's website, regarding the course's description, follows below:

Grammar workshop	
Aims and goals	Grammar conception. The concepts of the speech levels and of a standard rule. Typological characteristics of the Portuguese language in contrast with other natural languages. Applications of the theories to teaching.
Program	Not mentioned

Table 4.8 - Synthetic information about Grammar workshop (Brasília 2013a)

In this course, specifically, despite the lack of information in the document level, the table (table 4.9) with the categories was also made, using the limited data available. The goal of filling such an incomplete table is to use it for a comparison with the professors' level, presented in the following chapter. The result follows:

Categories	Portuguese language and BPSL teaching history
Purpose	Applications of the theories to teaching
Content	Grammar conception. The concepts of the speech levels and of a standard rule. Typological characteristics of the Portuguese language in contrast with other natural languages.
Sequence	Not mentioned
Learners	Not mentioned
Instructional process	Not mentioned
Instructional resources	Not mentioned
Evaluation	Not mentioned
Adjustment	Not mentioned

Table 4.9 - Categories of Grammar workshop, according to the DL

A precise and trustworthy diagnosis of the course, regarding its disciplinary or vocational orientation cannot be given based only in information presented by the University's website. Nevertheless, here the analysis can count on a very important element: the purpose.

Despite not much has been said, what is written points to a vocational discourse. It is possible to say so due to the use of *applications* and *teaching*. In that sense, it shows a clear integration of theory and practice, with the mastery of specific skills (in this case: teaching). Both features are presented by Karseth (2006) as belonging to the vocational discourse. Besides that, these very terms reveal an extroverted nature, reinforcing the idea that it has a vocational nature, according to Ensor (2004).

Moving forward to its content, however, it seems to be rather disciplinary oriented, due to its knowledge emphasis on cognitive coherence, which is also pointed by the same author

as belonging to the disciplinary discourse. Other than that, grammar studies can be understood as very introjective, which is also another feature pointed by Ensor (2004) as being part of a disciplinary discourse.

There is also here a silence on the other categories. But if only the information available should be taken in account, the course could be considered as articulating both the disciplinary and the vocational discourses.

5. BPSL curriculum on the Professors' Level

This section starts with a short presentation of the interviewees, regarding their academic background and their role in the BPSL program. This is followed by an analysis of the content of their interviews, starting by the program general aspects, and then the specific courses. In order to have a more concise work, these courses are the exact same as analyzed on Chapter 04, and are taught by the professors who brought their voices and perspectives onto the scene. All the details concerning the sample selection and anonymity issues have been previously explored on Chapter 03.

5.1 The interviewees

The interviews were conducted with three professors who currently teach at least one course in the program. They have been here named: Professor A, Professor B and Professor C, and their academic and working background follows:

- Professor A: has a Language degree at the University of Brasilia (1987), a master in Linguistics, also at the University of Brasilia (1992) and a doctor degree in Linguistics by the Freie Universität Berlin (2001). Currently is the coordinator of the BPSL at the University of Brasilia, as well as a professor in the program.

- Professor B: has a degree in Neo-latin Languages at the Universidade Federal do Paraná (1963), a master in Linguistics at the Universidade Estadual de Campinas (1974) and a doctor degree in Languages and Linguistics at the Universidade Federal de Alagoas (2002). Has been one of the creators/developers of the program BPSL. Is currently a professor in this same program.

- Professor C: has a teaching degree in Portuguese Language and Literature by the University of Brasilia (1975), a master in Linguistics at the University of Brasilia (1979), a doctor degree in Philology and Portuguese Language at the Universidade de São Paulo (1988) and a post-doc in Linguistic and Linguistic Politics at the Université Laval de Québec, Canada (1993-94). As the main theme on the post-doc research, in Canada, elaborated the project for the development of the BPSL program.

5.2 Analyzing the professors' accounts

This section begins with the presentation of the voices of all three professors together, regarding the general aspects of the program. In the following sections they are presented individually, where the focus lies on the courses selected for a deeper analysis.

5.2.1 General aspects of the program

As an attempt to make the analysis in the document and in the professors level as parallel as possible, the analysis of the professors' accounts is presented in the same categories and order as used in Chapter 04. Stark and Lattuca's (1997) categories are applied in order to systematize the information regarding the general aspects of the program, so that the framework proposed by Karseth (2006) can be applied more easily.

Pursuant to what has been presented on the interview guide (Appendix II), some general aspects of the curriculum were brought to light. They have been organized here according to the aforementioned categories.

Regarding the purposes and the main target group (the students) to which the program was developed for, all the three professors stated that the program aimed students who would be trained to be specialists on teaching the BVPL as a second language, either to a foreign public, to deaf people or to Indians. This can be exemplified by this excerpt:

You know, we have three great publics. The foreigners public is very well known, but the program is called *second language*, with the perspective of the second language as a more generic term, [...] which includes the second language and the foreign language. In the Brazilian case, it stands for the Indians, who learn Portuguese as a second language [...] and the deaf people, who first learn the LIBRAS system (Professor A)

The aim is not Portuguese for foreigners. The foreigners constitute just one branch. One group. [...] The group that I intended was the whole, mainly the Indians and the deaf people. (Professor C)

Yet referring to the aims of the BPSL program, it was made clear that the nature of the program is a mix of theory and practice, with stress on applicability of the knowledge. This is perceived when the subject of conception of the program was brought up by professor A:

The conception of the program is very pragmatical. [...] It would not be properly a technical program, but its aim is the formation of teachers, right? So, it is like that, there are some courses in the broader linguistic field, but even these courses, they are focused on the BPSL perspective. [...] This is an applied linguistics program. [...] So, the linguistic disciplines are always subordinate to the teaching perspective, the teaching of a second language or of a foreign language. (Professor A)

As the terms “pragmatical” and “applied linguistics” suggests, the emphasis is not on the disciplinary knowledge alone but rather on how it can be useful for teachers. Also, when it comes to the justifications for the creation of the program, the needs of the market has also been stressed:

From Canada I could perceive that the Portuguese language did not have its own place in the world, a spotlight place through the capacitation of teachers. We needed to invest in the formation of teachers [...] so that they could go around the world teaching the Portuguese language. I also verified that the Camões Institute in Portugal did not respond to all these needs, regarding teachers with an university level. The IC has a vast background in the world, but they send teachers with high school level to teach (Professor C)

When it comes to the content of the program, professor B clarifies the kinds of courses that there are, and how they relate to each other:

We have three kinds of courses: the linguistic ones, those of techniques and procedures [...] that rethinks about teaching and the teaching resources, and those courses that put the other two together. (Professor B)

This is also clarified by professor C:

[...] the conception of the program... It has a political linguistic conception that is divided in to great plans, which are the theoretical courses, the practical courses, that of the pedagogic formation, be that theoretical or practical, and that of the courses that enhance the knowledge in other languages, such as foreign languages, obviously without abandoning the sociocultural knowledge about Brazil, through its literature. (Professor C)

The sequence of the program as a whole was not properly mentioned by any of the professors, but an useful example could maybe illustrate the principle of the rest of the program. When asked about the specific course taught by him/her, Professor A illustrated the linkage between the courses. A construct is needed to give the knowledge base for more advanced courses:

When they [the students] come to the workshop, they must have already studied some other basic grammar disciplines, such as [...] morphology and syntax, right? [...] The students that come to this course they must have already studied several other grammar courses: study of grammars, modern languages contrastive syntax. These courses are essential for who comes to my course [...] These grammar disciplines, they are preparatory for the workshop. When they [the students] get to the workshop, they must know better the matter of morphology, the matter of... Portuguese morphosyntax, so that they can take a look and say: ‘Hey, this book approached this about articles, but forgot that...’ [...] So, this course... It is cumulative. (Professor A)

Neither the instructional process nor the instructional resources of the program as a whole were mentioned directly by the professors. However, there have been one excerpt where

Professor C mentioned the use of specialized libraries and the use of data show both by the students and the professors, during the expositive classes:

It [the course] very much follows the expositive perspective and the practice, if one can say so... it is done by the students. The exposition is my task, and I prepare them [the students] for a practice in which they also expose. The thing is that they will present some seminars. [...] They use the projector. Unfortunately they cannot always use it, because the university is too big and we do not have this equipment inside the classrooms... But you see, in my classes I always try to use the data show [...] But actually we follow this procedure where the students present seminars. (Professor C)

Instructional process and resources have however been discussed more deeply when the professors were asked about their teaching/learning approaches used in class and while planning a lecture (this will be addressed in more details in the next section). Yet, the professors have in common the idea that these features are determined by the nature of the subject to be taught.

You see, for my lectures, I can only plan my lectures after the first week of the semester. I in first place must know the students' profile, regarding the target audience. So, it is like that, I can only define the activities, who, what, which themes... My workshop discipline... I do not have already a pre-conceived program. No. [...] So, it is more like... My class planning, it... The assumption is the definition of the target public, of the target publics, with whom my students are going to work. (Professor A)

A similar understanding was expressed concerning the evaluation standards. Both Professor A and Professor B showed the understanding that no general policies can be done on this regard, due to the different nature of the subjects taught. What was pointed out was that some evaluation standards could be very good for a determined subject, and nevertheless would not work very well for another kind of subject. Hence, they state that the professors have freedom to choose the evaluation methods that better fit the course in question:

The public university... It gives the professors a lot of autonomy. What in my opinion is the ideal situation. [...] The nature of the course determines the kind of evaluation to be adopted. (Professor A)

Once the professors' accounts have been presented, its content shall now be organized in a systematized way, i.e., accordingly to Stark and Lattuca's (1997) categories. As it was done in the document level, also here a summary table (table 5.1) is presented, highlighting their main features:

Categories	BPSL curriculum
Purpose	The program should form professionals that can put the theoretical knowledge in to practice. The aim is the training of professors experts in the BVPL and able to teach it to those who have it as a second language.
Content	The subjects are organized in three main groups: linguistics, techniques and procedures, and those that put the first two groups together (related to the practice).
Sequence	The disciplines are organized in a progression, i.e., some are pre-requisites for others. The knowledge is organized in a progressive way.
Learners	The students will became teachers of the BVPL, and hence should have theoretical, technical and practical understanding of the whole process.
Instructional process	Specific for each subject, according to the nature of what is taught.
Instructional resources	Specific for each subject, according to the nature of what is taught.
Evaluation	Specific for each subject, according to the nature of what is taught.
Adjustment	Not specified

Table 5.1 - BPSL curriculum categories, according to the PL

Once this structure is available, the next step is to proceed to its analysis, here made under the light of Karseth's (2006) framework regarding the disciplinary x vocational discourses.

Starting by the purpose, there is a clear reference both to the theory (aligned with the disciplinary discourse) and to the practice (aligned with the vocational discourse). In that sense, it is reasonable to assume that the professors voices present both discourses in these categories, working as complementary elements.

Moving forward to the content, it was stated that 'the conception of the program is very pragmatical [...] I would not call it a technical program, but it leans towards to the formation of teachers, indeed' (Professor C). This is in fact a very important feature, for it illustrates clearly the connection with practice, which by its turn is much aligned with a vocational discourse, according to Karseth (2006).

As mentioned on the previous chapter, when programs are organized according to a rationale where some are pre-requisites for the others, meaning that the knowledge is developed progressively, it is read as one of the characteristics that belongs to the disciplinary discourse, accordingly to Karseth (2006).

When it comes to the learners, as well as in the content category, the relation with the practice is once more highlighted by the voices of the professors. But it is put in connection

with the knowledge itself. In that sense, rather than being purely disciplinary or vocational, it can be understood as a way of putting both discourses working side by side.

Neither the instructional process or the instructional resources have been explained by the professors, when it comes to the general aspects of the program as a whole, and hence cannot be here analyzed, other than in general lines, since the professors are free to choose it according to the courses taught by them. This lack of a general top-down regulation can be interpreted as a means to allow such a broad range of subjects to be ministered in a way that better reflects its nature. Nevertheless, when it comes to fitting it to a specific category, namely: disciplinary or vocational, this restrains make the task not possible.

The evaluation process, as far as it was mentioned by the professors, is not specified by the general regulations, but rather left open. It in fact is left up to the professors, who are free to choose whichever is the best way to assess their students, according to the nature of the subject taught. This is also a feature that fits the disciplinary profile, according to Ensor (2004), in a sense that it is left to the academics to decide, and it is not related to other stakeholders' interest. In this last instance it could configure a strictly marked oriented curriculum. That is not what is seen here.

There was no mention of any adjustment form in any of the three interviews conducted. This silence may have been a result of the way the interview guide was elaborated, or yet of a non-existence of it (being the first option more likely). Nevertheless, no statements can be done regarding this specific category.

As well as it was done at the document level, also here the categories are put together in yet another table (table 5.2) (based on Karseth (2006)), where they are categorized according to its disciplinary and vocational tendencies:

BPSL curriculum Driving force: knowledge production and the need of trained employees (social legitimization)			
Structure	Content	Pedagogy	Aims
Disciplinary: disciplines situates in departments. Subjects offered in gradual levels (prerequisites)	Disciplinary: knowledge emphasis on cognitive coherence.	Not specified	Disciplinary: mastery of conceptual structures, methods and modes of arguments.
Vocational: cumulative program	Vocational: multi-disciplinary integration of theory and practice		Vocational: mastery of specific skills and a shared knowledge repertoire

Table 5.2 - BPSL curriculum on the PL according to disciplinary and vocational perspectives

Considering the information offered by the professors during their interviews, and based on the analysis hitherto made, and yet regarding only the elements which could be properly analyzed, the ascertainment points out that in the professors level the BPSL curriculum presents both disciplinary and vocational features, acting side by side along the various categories of the plan.

5.2.2 Courses

In the same way as it has been done in the document level, also in the professors' level the analysis proceeds with a look in a smaller scale, analyzing the same three courses: *Linguistic applied to PSL teaching*, *Portuguese language* and *BPSL teaching history and Grammar workshop*.

Linguistic applied to PSL teaching

This course is currently ministered by Professor B. It is organized in modules. The course begins with a theoretical explanation of the main phonetic/phonological concepts already learned by the students in previous semesters.

So... that is what this course is about: there is an initial part, expositive. After that there is a part with a phonetic and phonology review. And then we have modules, of various languages. (Professor B)

It is then followed by a field work, where the students are supposed to collect audio records of foreigners who speak Portuguese. The next step is to analyze them, focusing on the phonetic issues perceived.

They [the students] will make the recordings [...] with foreigners, make a transcription of it. [...] It is not required to do anything much elaborated, but something that can point out the different features that they can perceive in the foreigners speech. (Professor B)

The last module consists of understanding the idiosyncrasies of learners in several different languages. The goal is to develop some material that would ease the apprenticeship for different learners, according to their language background.

[...] and then, right after that we will do something more or less similar, but with each language. So... I mean, before the professor comes to teach, the Japanese professor, the English one, or Spanish... and someone from an Indian language [...] they listen to an student who speaks that language. [...] like a Japanese student speaking Portuguese. So that they [the students] do the same thing: focus on the difficulties of this very student while speaking this language [Portuguese]. Then, comes the professor. The professor teaches a little bit about the Japanese phonology, and shows how it is to learn a language with a very different morphological system. Then the students will feel... they will put themselves in the others shoes. But like... The Brazilians learning Japanese. They will feel the difficulties that a Brazilian has to face while learning Japanese. Then they will make a part that is like an exercise. Then we will have some model activities [...] and they

will develop, for the Japanese student, to learn Portuguese. They will then consider the Portuguese phonological system, and the Japanese phonology as well. This kind of didactic thing, right? They must suggest activities. (Professor B)

The evaluation has been described as:

I personally like... for whichever course, not only for this course... I like to make the evaluation through many different activities. So... beginning from the evaluation in class [...] the activities that they [the students] do also out of class. I do not even grade it. I just note: made part or did not make part of it. It is then... let's say... 20% of the final grade. Then, whenever the course allows me to, then I propose an exam [...] that is also... something like 20% or 30% [of the final grade]. These partial assignments that they do... like... elaborating some kind of activity for the Japanese learner, and so on, it will result in to four assignments. [...] Many times I also ask them [the students] to write a final report, so that they themselves can make their own evaluation of everything that has been made along the course. (Professor B)

The pedagogy is unveiled as having for its goal the understanding of how difficult it is to learn a language.

[...] for them [the students] to be aware of how hard it is, how laborious it is. That it is not something like: out of the blue, some kind of magic happens and the person starts to use the right pronunciation, you know? (Professor B)

Once the main features of this course have been presented, the next step is to organize them systematically in order to make the analysis more clear. Following the rationale that has been done so far, this assignment will be done through the organization of the course into Stark and Lattuca's (1997) categories. This is presented on the following table (table 5.3):

Categories	Linguistics applied to PSL teaching
Purpose	Understand the particularities of different languages phonological system, in order to organize a better way of teaching Portuguese to people with different languages background
Content	Phonological analysis of other languages, applied to the teaching of Portuguese language
Sequence	Organized in modules, according to a progressive knowledge constructing rational
Learners	Must have a solid back ground in the previous phonetic and phonology disciplines
Instructional process	Few expositive classes about phonology theory. Active participation of the students on the collection of material and elaboration of didactic material.
Instructional resources	Use of video and recording devices. Use of blackboard in class

Categories	Linguistics applied to PSL teaching
Evaluation	Based on the participation of diverse activities in class, extra class, as well as through the evaluation of the didactic material produced
Adjustment	Not mentioned

Table 5.3 - Categories of Linguistics applied to PSL teaching, according to the PL

Starting the analysis by the course purpose, one excerpt is quite noteworthy: *in order to organize a better way of teaching Portuguese*. This words represent a clear connection between the academic world and the working practice, i.e., the outside world, being in this sense of an extrojective nature. This aspect is pointed by Ensor (2004) as one of the features that qualify a vocational discourse. This is also in agreement with Karseth's (2006) understanding of some of the characteristics for a vocational oriented discourse, regarding its aims, since it is concerned with 'the mastery of specific skills and shared knowledge repertoire' (ibidem: 260), which in this case the teaching skills with a linguistic repertoire.

The content, by its turn, presents both disciplinary and a vocational aspects. For the former, it can be represented by *phonological analysis*, which is connected to the disciplinary discourse, due to its 'disciplinary knowledge' and 'emphasis on cognitive coherence' (ibidem: 259). For the latter, the terms *applied to the teaching* deserve special attention, for they reveal the mastery of skills aforementioned.

The way that the content is organized, i.e., its sequence, also points to a disciplinary basis, considering that it is organized in models, *according to a progressive knowledge constructing rationale*, which fits with Karseth's (2006) description of the courses being organized in levels. Also, the indication that the learners must have already some base knowledge, acquired from previous studies, confirms this assumption, strengthening in this sense the disciplinary bases of the course.

The instructional process, however, indicates a more vocational oriented discourse due to its applicability of the theory by the learners, through their active role in the construction of the knowledge, which in the last instance is connected to the outside world of work. In that sense, the extrojective feature could be considered here as a driving force. As it has been mentioned here many times before, this is a vocational feature.

Considering the categories that have been here analyzed, this course seems to have a balance between the disciplinary and the vocational discourses, tending sometimes to one, and other times to another. Since a strict and clear categorization would more likely tend to be too rigid, the diagnosis for this course is that both discourses are more or less in balance, and acting together.

Portuguese language and BPSL teaching history

This course is currently ministered by professor C. According to the professor, the course is organized having a first moment which consists of an expository theoretical part:

The Portuguese language history... I present a contrastive aspect of it [...] facing other languages. So we begin with a contrast between the Brazilian variation [of the language] and the European one [...] It [the course] very much follows the expositive perspective and the practice, if one can say so... it is done by the students. The exposition is my task, and I prepare them [the students] for a practice in which they also expose. (Professor C)

It is then followed by a second part, where the knowledge is constructed by the students, for the students, with the supervision of the professor:

[...] and then they [the students] will prepare the seminars. [...] The students present a seminar. From this seminar they make an essay, an assignment, some kind of essay, an article [...] and also afterwards along this course the must write a monograph, and this monograph is evaluated by me, at the end. But the monograph is also presented to all the other students in class and creates some debates. But I don't mean that in that traditional way, you know? I make some kind of a roundtable [...] they [the students] present the guide [about the monograph] to everyone and afterwards they discuss it among themselves. I am only there, monitoring. But it is as if I wasn't really there... [...] Sometimes I have to intermediate. (Professor C)

And despite being a course with a very theoretical basis, it has also practice involved in the process:

[...] lastly, I have a research center, the Centro de Estudos Lexicais e Terminológicos [Center of Lexical and Terminological Studies], where there is a huge amount of dictionaries [...] I bring these dictionaries [to class] [...] and then I am for two or three weeks available in my research center, as long as they have an appointment, and I go there to help them. [...] I think that I fulfill through that a role that is to show the formation of a teacher. [...] I don't want them to be teachers right at that moment, no. My course,... Do not ask them to be teachers [...] I fulfill the role of forming Portuguese teachers with a historical perspective, so that they [the students] do not think that the language is something so synchronic. (Professor C)

Regarding the evaluation, it also values the participation of the students and the development of knowledge based rather on the students own effort, than on the exposition of the content by the professor, resulting in a written evaluation.

All this information is here organized in a table (table 5.4), according to Stark and Lattuca's (1997) categories:

Categories	Portuguese language and BPSL teaching history
Purpose	Present the Portuguese language through a diachronic perspective, aiming the better qualification of the teachers to be
Content	Contrastive analysis of the Portuguese language, in face of other languages through a historic perspective
Sequence	Starts with a theoretical exposure of the content, followed by the presentation of the students about the specified topics, ending with a research program in the field of lexicology.
Learners	Should have an independent way of learning
Instructional process	Minor part of exposition of theory by the professor, followed by seminars presented by the students, and round tables for the presentation of the final monograph
Instructional resources	Data show, visits to lexicographies libraries
Evaluation	Based on seminars, essays, roundtables and monograph
Adjustment	Not mentioned

Table 5.4 - Categories of Portuguese language and BPSL teaching history, according to the PL

The purpose also in this course presents both features of a disciplinary and of a vocational oriented discourse. The former, due to the diachronic presentation of the content, which in this respect has a very disciplinary basis. The latter, by its turn, can be translated by the terms *aiming the better qualification of teachers to be*. This points to an extrojective nature, connected to the labor market and the mastery of skills, which has been so many times here referred as a vocational attribute.

Its content, however, tends to be quite disciplinary, once it is based on a cognitive coherence, i.e., it has a strong knowledge structure. This can be seen by the *contrastive analysis of the Portuguese language*. It has, in a sense, more inward orientation than an outward one. In this sense it is more introjective, hence disciplinary oriented.

The sequence, learners, instructional process and evaluation on the other hand seem to be of a vocational discourse. It is in clear opposition to the disciplinary aspects presented by Karseth (2006), i.e., the transmission of knowledge through text books, through the practice of exercises with new contents for the students. What is seen here, however, is knowledge constructed by the action of the students, and based on previous knowledge, that already forms part of the students world.

As it has been diagnosed for the previous course analyzed, this one too seems to articulate both disciplinary and vocational discourses. Here, however, there is a clear tendency to the vocational one, despite the quite disciplinary knowledge basis of the subject matter.

Grammar workshop

This course is currently ministered by professor A. According to what has been presented by the professor, it consists of two main moments: first, an analysis of didactic material used to teach Brazilian Portuguese for foreigners. Secondly, the development of a teaching material. The works begin by giving the students the chance to choose one specific topic regarding grammar issues, and analyze critically how it is presented by the book. Afterwards, the students themselves will present a new proposal of how to introduce this same topic to the Portuguese learner, aiming to correct eventual flaws detected on the material analyzed previously, or to enhance its efficiency.

Ten or more Portuguese-for-foreigners didactic books are brought to class, and the students analyze these books under a didactic perspective [...] they choose a grammatical theme [...] make an introductory part describing the book that they analyzed, and then they use modern grammars [...] from the XXI century [...] and they analyze and then make a teaching proposition. It is only one single activity. It may be a game, one exercise... [...] about how they would teach this grammatical theme.(Professor A)

It does not mean however that the professor has just an observer role; on the contrary, whenever needed, he/she not only supervises the activities, but also has the active role of helping the students whenever a gap on the knowledge basis needed for the analysis is detected:

The course is a workshop. I teach, every now and then. I go to the blackboard and give a theoretical lecture. But this theoretical lecture is very much in accordance with the assumption... For instance, I see that they [the students] are having some problems concerning verbal aspect theory [...] so I explain what is verbal aspect and all about it [...] I mean, I get into class to teach only in those moments I realize they need a greater theoretical support. Other than that, it is a workshop. (Professor A)

The course planning has no specific regulations to follow, and is designed by the professor at each new semester. Nevertheless, it always aims to develop on the student not only the grammar knowledge, but also its appliance to the practice of teaching. Its pedagogy is highlighted by the professor:

The grammar workshop is... I... Initially, before starting the activities, I make a general planning [...] every semester we change it a little bit, right? [...] The basic idea is: to analyze books, have a pedagogic perspective, which means: a didactic analysis of the books, regarding specifically the written understanding, oral understanding, and written and oral production. And, we have to work on an specific grammatical theme and apply it... It is a teaching proposal. (Professor A)

It is also noteworthy the connection with the market and the professional life that is described by the professor:

Because since it is a course from the end of the program, there are already many students who teach Portuguese through private classes, so they really enjoy it, those who are already teaching. Because that is for them a practice workshop, in a way [...] For them it is very, very good. (Professor A)

This can also be noted through the connection with the practice of teaching. The classes are directed under the principle that the knowledge should be constructed by the students, under the guidance of the professor.

Grammar workshop is not pure grammar, but it is rather reflexions upon the grammar, about the teaching role. (Professor A)

As well as it has been done to all the courses so far analyzed, also for this one a table (table 5.5) was made, organizing the information according to Stark and Lattuca's (1997) categories:

Categories	Grammar workshop
Purpose	Make the students able to identify possible flaws in Portuguese didactic materials, in order to better develop new didactic materials, focusing on the grammatical aspects of the language
Content	Analysis and production of didactic material for teaching portuguese
Sequence	Critical analysis of didactic material, followed by the proposition of new and enhanced didactic material for teaching Portuguese. This may be interspersed with expositive classes, according to the needs of the students
Learners	Must have a solid base on grammar theory, acquired by previous pre requisites courses
Instructional process	Knowledge is constructed by the students, with the supervision of the professor
Instructional resources	Books of Portuguese teaching, grammars, blackboard
Evaluation	Based on the didactic material produced
Adjustment	On every semester, aims to adjust the whole program to the needs of the students

Table 5.5 - Categories of Grammar workshop, according to the PL

The purpose of this course highlights the importance of the *development of didactic materials*. Here, once again, as seen some times before in this work, there is a clear linkage between the theoretical world and the practice. In that sense, the aim of the course is not only that the students have a clear and solid base on the understanding of grammatical issues, but they should learn how to apply it while teaching the language, through the development of materials that can take one step forward in relation of those that already exist. There is an *emphasis of integration of theory and practice*, what is pointed by Karseth (2006) as being part of the vocational discourse. In this sense, the purpose is clearly vocational, based on all the characteristics that compound such a

discourse regarding its aims, such as its extrojective nature and the mastery of skills and the shared knowledge repertoire.

This is also noticeable in its content, and the way the course is organized, regarding its sequence. Also, the learners are not acquiring a complete new knowledge, quite the opposite, they are learning how to apply the theory they have already learned before. The learning is an apprenticeship, in that sense.

Also the instructional process and the evaluation are again opposing the description of the disciplinary discourse, just like the previous course analyzed. In that sense, the diagnosis for this course is that it has a clear vocational orientation.

This chapter has presented the BPSL curriculum based on the professors' accounts, beginning by the general aspects of the program, followed by a more detailed analysis of the same three courses addressed in the previous chapter. The following chapter will make a comparison of the findings presented on Chapters 04 and 05, referring to the document and the professors' levels, respectively, discussing the findings in the light of the literature presented on Chapter 02.

6. Discussion

6.1 General aspects of the program

In this chapter, the findings from the former chapters will be summarized to discuss issues of congruency and discrepancy between the discourses identified in the curriculum documents and in the professors' accounts. In addition, the chapter will discuss the overall findings of the study in relation to the literature presented in Chapter 02.

In order to have a clearer view of both discourses, this chapter begins with the presentation of one synthetic table (table 6.1) where the previous analysis of the document (table 4.2) and of the professors' level (table 5.1) are put together in order to be contrasted:

Categories	Document level	Professors level
Purpose	The program must be in connection not only with the academic world, but also with the market and the needs of society, through an ethic position. The goal of the program must be to shape professionals not only proficient in the language, but also able to reflect critically upon its linguistic and cultural features. Other than that, literature knowledge is also essential. Research and extension projects are presented as a way to achieve it.	The program should form professionals that can put the theoretical knowledge in to practice. The aim is the training of professors experts in the BVPL and able to teach it to those who have it as a second language.
Content	Linguistic and literary fields, connected with extension activities and practice. up-to-date professional preparation according to the labour market, mastery of teaching and learning processes, and proficiency in the language, its literature and general cultural aspects	The subjects are organized in three main groups: linguistics, techniques and procedures, and those that put the first two groups together (related to the practice).
Sequence	Organized in a progressive way, in which 18 amongst the 30 courses presented have prerequisites. Organization of the disciplines in groups, according to the <i>pedagogical conception</i> . The program must state the mandatory and the optional disciplines, such as its organizational form	The disciplines are organized in a progression, i.e., some are pre-requisites for others. The knowledge is organized in a progressive way.

Categories	Document level	Professors level
Learners	They should be proficient in the language, and reflect critically upon linguistic and cultural features.	The students will become teachers of the BVPL, and hence should have theoretical, technical and practical understanding of the whole process.
Instructional process	Not specified	Specific for each course, according to the nature of what is taught.
Instructional resources	Not specified	Specific for each course, according to the nature of what is taught.
Evaluation	Not specified	Specific for each course, according to the nature of what is taught.
Adjustment	Evaluation of the coherence of pedagogical project objects and the professional profile of the student, through internal and external means.	Not specified

Table 6.1 - BPSL curriculum categories, contrasting the DL and the PL

The analysis conducted in Chapters 04 and 05 presented as ascertainties that on the document level and in the professors' level the curriculum shows both the disciplinary and the vocational discourses. In the document level there is a tendency to the disciplinary discourse. In the professors' level both discourses act in a rather complementary manner. Based on this, we may say that the general descriptions of the program, as expressed in the documents and in the professors' accounts, by and large are congruent.

6.2 The courses

When it comes to the specific courses analyzed, the same procedure has been adopted: the tables originated from the analysis of both the document and the professors' level are here presented together, aiming a contrastive analysis of them.

Following the same rationale, the first course presented is *Linguistics applied to PSL teaching* (table 6.2):

Linguistics applied to PSL teaching		
Categories	Document level	Professors' level
Purpose	Linguistic as a science.; Integration and transdisciplinarity.	Understand the particularities of different languages phonological system, in order to organize a better way of teaching Portuguese to people with different languages background

Linguistics applied to PSL teaching		
Categories	Document level	Professors' level
Content	The four skills on a second language acquisition. Periods of linguistic history applied to language teaching. Behaviorism and contrastive analysis. Mistakes analysis; Approximative systems; texts analysis. Portuguese language: variants, modalities and registers; Analysis of methodology for teaching Brazilian Portuguese as a second language.	Phonological analysis of other languages, applied to the teaching of Portuguese language
Sequence	1. The scientific study of language; 2. Linguistic applied to the second language teaching 3. The Portuguese language	Organized in modules, according to a progressive knowledge constructing rational
Learners	Not mentioned	Must have a solid background in the previous phonetic and phonology disciplines
Instructional process	Expositive classes, readings and discussion of indicated texts, directed studies, annotations, seminars and group work.	Few expositive classes about phonology theory. Active participation of the students on the collection of material and elaboration of didactic material.
Instructional resources	Not mentioned	Use of video and recording devices. Use of blackboard in class
Evaluation	Not mentioned	Based on the participation of diverse activities in class, extra class, as well as through the evaluation of the didactic material produced
Adjustment	Not mentioned	Not mentioned

Table 6.2 - Linguistics applied to PSL teaching, contrasting the DL and the PL

In the document level, this has been one of the most complete tables, regarding its categories, which makes it possible to compare it with the professors account in a most proper way. Nevertheless, some discrepancies can be noted, for instance, regarding the purpose of the course, in the document level it presents a more disciplinary tendency, once it aims to present *linguistics as a science*, whereas in the professors' level, the tendency is leaning towards the vocational discourse, since it is stated that the aim is to use the theory for a better teaching.

Moving forward to the content of the course, once again the document level tends to be more introjective, and in this sense more aligned with the disciplinary discourse, than the professor's level. It is so due to the nature of the contents intended to be approached in the course, such as *periods of linguistic history*, and so on, whereas in the professors account it is very clear the vocational nature of the content, through statements such as

applied to the teaching (table 6.2, *professors' level content*), being in that sense extrojective, and hence more connected with the outside activities. Nevertheless, the document level also presents some hints of the vocational discourse, when it presents as one of its contents the *analysis of methodology of teaching*.

But maybe the greatest discrepancy could be seen on the category instructional process. In the document level, the classes are presented as expositive, and statements of students as active subjects and participants seem to be restricted to the presentation of seminars. On the other hand, the professors' level present this category as much more constructed through the action of the students, and their active participation on the building of the knowledge. This distinction can be represented by the statements expositive classes/ active participation of the students.

Nevertheless, despite these points of incongruence, the previous analysis of this course in both the document and the professors' levels pointed out that it has some disciplinary features as well as some vocational ones. In this sense, it can be pointed out a congruence between the document and the professors' level.

The comparison now follows to the course *Portuguese language and BPSL teaching history* (table 6.3):

Portuguese language and BPSL teaching history		
Categories	Document level	Professors' level
Purpose	Not mentioned	Present the Portuguese language through a diachronic perspective, aiming the better qualification of the teachers to be
Content	The formation of the Portuguese language at Iberia. Diachronic studies. Synchronic studies.	Contrastive analysis of the Portuguese language, in face of other languages through a historic perspective
Sequence	1. External history 2. The contacts of Portuguese with other Romanic languages 3. Comparative study of Portuguese variations 4. The orthography and the pragmatic usages in the Portuguese	Starts with a theoretical exposure of the content, followed by the presentation of the students about the specified topics, ending with a research program in the field of lexicology.
Learners	Not mentioned	Should have an independent way of learning
Instructional process	Not mentioned	Minor part of exposition of theory by the professor, followed by seminars presented by the students, and round tables for the presentation of the final monograph

Portuguese language and BPSL teaching history		
Categories	Document level	Professors' level
Instructional resources	Not mentioned	Data show, visits to lexicographies libraries
Evaluation	Not mentioned	Based on seminars, essays, roundtables and monograph
Adjustment	Not mentioned	Not mentioned

Table 6.3 - Portuguese language and BPSL teaching history, contrasting the DL and the PL

This course seems to be very congruent on both levels analyzed. Although the categories are described in different manners, they seem to touch the same topics, i.e.: its content and its sequence refers to the same thing according to the documents and to the professors. The lack of information on the other categories in the document level however, makes it possible for the professors voice to be heard more eloquently, and in this particular case showing a more vocational orientation.

As it had been pointed in the document level analysis, due to its open-ended configuration, the course could tend towards the disciplinary or towards the vocational discourse, according to the professors interpretation of it. In this case, in the professors' level, the disciplinary discourse is present, but there is a strong tendency towards the vocational discourse. But since the document level allows different readings of the course, the understanding here is that the conceptualizations on the two levels do not seem to generate conflicts or tensions in the realization of the curriculum.

Moving forward, the last course analyzed in this work is *Grammar workshop* (table 6.4):

Grammar workshop		
Categories	Document level	Professors' level
Purpose	Applications of the theories to teaching	Make the students able to identify possible flaws in Portuguese didactic materials, in order to better develop new didactic materials, focusing on the grammatical aspects of the language
Content	Grammar conception. The concepts of the speech levels and of a standard rule. Typological characteristics of the Portuguese language in contrast with other natural languages.	Analysis and production of didactic material for teaching portuguese

Grammar workshop		
Categories	Document level	Professors' level
Sequence	Not mentioned	Critical analysis of didactic material, followed by the proposition of new and enhanced didactic material for teaching Portuguese. This may be interspersed with expositive classes, according to the needs of the students
Learners	Not mentioned	Must have a solid base on grammar theory, acquired by previous pre requisites courses
Instructional process	Not mentioned	Knowledge is constructed by the students, with the supervision of the professor
Instructional resources	Not mentioned	Books of Portuguese teaching, grammars, blackboard
Evaluation	Not mentioned	Based on the didactic material produced
Adjustment	Not mentioned	On every semester, aims to adjust the whole program to the needs of the students

Table 6.4 - Grammar workshop, contrasting the DL and the PL

Here once again the silence represented by the lack of information in the document level opens room for the eloquence of the professors' level. As it has been stated in the previous chapter, regarding this very course, with such sparse information it is not really possible to give an accurate evaluation of its nature concerning the discourses. Nevertheless, the analysis has come to the conclusion that it is a rather disciplinary course, with some vocational features.

But once the professors' level is analyzed, the nature of this course reveals itself as quite the opposite: it is clearly vocational.

This void on the document level is however interesting, specially in contrast with the rich information offered by the professor who ministries this course. The document information is offered by the UnB website so that the students can be aware of what is going to be taught/learned in the program. This could also be very useful for other professors, specially those who are not involved with planning, organization or administration of the whole program.

The lack of information in the document level could maybe be explained by what has been stated by the Professor A, i.e.: the course is planned differently in every semester, according to the interests and needs of the group of students. This initiative is quite straight forward and can be understood as a positive point of the program, considering it does not have to follow strict regulations that could eventually result in a less profitable

teaching/learning relation. It however does not exempt the need of a presentation of the course program, so that both students and co-workers professors can be aware of what is taught/learned in that course, and also in which way it is done.

In the document level, the diagnosis had been that both discourses could be present. What is seen however in the professors' level is that the vocational discourse is the dominant one. Nevertheless, due to the lack of information in the document level, it is hard to present a clear evaluation of the congruency between the two levels. In that case, the option is to state the impossibility of a clear understanding, rather than an approximation of the results, that could fall into flaw.

Considering what has been so far exposed regarding the comparative analysis of all the three courses, both in the document and in the professors' level, one general conclusion can be drawn: both levels show features of the disciplinary and the vocational discourses. The main difference between the two levels, however is the weight each one of this discourses has: in the document level the disciplinary discourse seems to be stronger, whereas in the professors' level the vocational discourse brings forth a greater significance. This difference is possible through the activities students engage, making the vocational discourse become visible. It has partly to do with the "action" domain following Barnett et al. (2001) (further explored on the next section). Since these activities are not much described in the documents, the vocational discourse becomes more visible in the professors' accounts. This may imply at least two things:

- that the professors are the ones in this program who implicitly are given the task of securing the vocational orientation and translating the disciplinary knowledge to vocation-oriented practices;
- if the program as such wants to secure a vocational orientation and relevance for the future, it may be a good idea to bring this clearer to the fore in the documents by giving some directions for types of learning activities and assessment forms, etc.

6.3 Understanding the discourses under the light of the curriculum literature

Before moving to the conclusion of the thesis, there is yet another important thing to be done, in order to give the work a proper closure: relate it to the literature about curriculum explored in Chapter 02.

6.3.1 Perspectives on curriculum

It is reasonable to say that the BPSL curriculum presents itself as making part of the progressivism (Welle-Strand and Tjeldvoll 2003) philosophical stream, according to what has been presented on section 2.1.1, once what has been shown in both levels analyzed

is that education is seen as a vehicle to change society, scientific and economically, acting according to the evolutionary trend on curriculum development. It is translated through the aim of the program to answer to the needs of the society, regarding the attempt of inclusion of the minorities (deaf people and indians), giving them equal conditions of education. But as well as economically seeking to answer to needs of the market, regarding the demands for qualified professionals in the field.

Another theory of curriculum has been presented in section 2.1.2, according to which a curriculum can have its identity formed having as a base the three domains: knowledge, action and self (Barnett et al. 2001). At the literature review, it was raised the idea that the BPSL curriculum could be a very interesting case, due to its nature, i.e.: it has a heavy knowledge domain, (as expected from a language program), but also a heavy action domain (as expected from a teaching program).

In this particular program, however, what can be understood from the analysis on both levels (document and professors) is that none of these two domains are dominant over the other, but they are somewhat balanced. The result is a new formula, with no tendency of one specific domain (image 6.1). This finding is relevant, insofar it brings a new perspective of the curriculum organization, bringing the possibility of integrating the domains, which may result in a better outcome for the students, the society and the market.

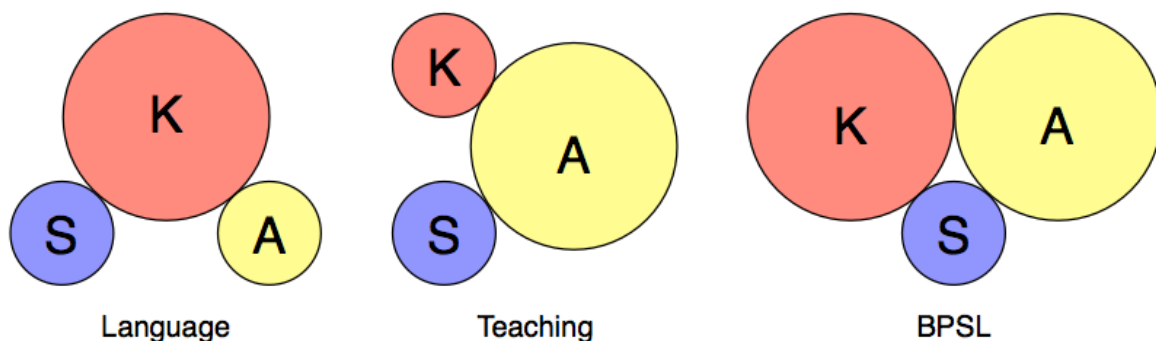


Image 6.1 - The knowledge, action and self domains for a language, a teaching, and the BPSL programs

It is also relevant to point that the focus here was given to the knowledge and action domains, somewhat related to the disciplinary and vocational discourses used as the main analytical guideline of this thesis. Nevertheless, the self domain also has a role, insofar it relates to the way the Portuguese teacher understand his/her role, especially regarding the possibility of answering to the minorities (deaf people and indians) needs. Since this was not the point of highlight under the disciplinary and vocational perspective. This was not a main issue to be investigated in this study, this aspect should be examined in further research.

Regarding now Bernstein's (1999) understanding of knowledge, what has been noticed on this analysis is that knowledge seems to be organized in a more hierarchical and cumulative way, such is the case of *Linguistics applied to PSL teaching*. In the professors' level it is clear that the organization of knowledge follows steps which may be seen as building on each other. On the other hand, *Portuguese language and BPSL teaching history*, regarding the professors' level, seems to be more agglomerative, since it is constructed in different blocks such as the theory given in class, the dictionaries researches and the roundtable sections. What is interesting here is that once again these features seem to be congruent in the documents and in the professors' level.

When it comes to the classification of knowledge, it seems to be some times strongly insulated, and other times weak insulated (Afdal 2001). This can be seen, for instance regarding the *Grammar Workshop* course: in the document level it seems to be more insulated (section 4.3.2), whereas in the professors' level it reveals itself as being on the contrary, not so much insulated (section 5.2.2), once it is connected to what has been learned in other courses, both in the theoretical and in the practice levels.

The knowledge framing is sometimes strong, sometimes weak. For instance, in the document level the instructional processes have not been stated, while in the professors' level it has been clearly stated. However, as pointed out previously, it may be related to the fact that the professors are free to choose their teaching and learning activities and approaches accordingly to what better suits to the courses being taught.

All these three aspects of knowledge according to Bernstein (1999) come to confirm that the nature of the course is very much a mix of the disciplinary and the vocational discourses. As it happened in other levels of analysis, also here some incongruences could be found, regarding the different levels analyzed, but not something that would be too impacting. As said in Chapter 03, however, it is important to keep in mind that these analytical frameworks are only tools, to help improve the understanding of reality and hence may present some deformities.

6.3.2 Disciplinary and vocational discourses at play

The curriculum theories that have been hitherto presented come to reinforce the findings from the main theoretical framework used: that the BPSL curriculum has disciplinary and vocational features acting together, and that this conclusion is congruent in the document and in the professors' level. But how do these discourses play parallel to each other? And yet, what are the implications that come with it?

To answer to these questions, this section will begin trying to answer to why is the BPSL not a pure disciplinary nor a pure vocational program.

It is known that a disciplinary program has a strong knowledge basis, with emphasis on cognitive coherence (Karseth 2006). Then, according to this reasoning, why is the BPSL not a purely disciplinary program?

To answer to that, it could help to bring back the the example given on section 2.3: the history program. It has no direct concerns with the outside world, in pragmatism and market-oriented senses. It occupies itself with its subject matter, i.e.: history. That is not what is seen on the BPSL program. In many aspects, from its general regulations to the description of the courses, in the document and in the professors' level, the program is related to the teaching practice. It is seen in some practical courses, such as *Directed internship*, but also in some courses that could have a tendency to have a strong disciplinary basis, for dealing with linguistics topics, such as *Grammar workshop*. This kind of relationship with the practice and mastery of teaching skills is understood by Karseth (2006) and Ensor (2004) as characteristics of the vocational discourse.

Going back to the example of the history program, it is not likely to expect that the students from such a program will be trained on *applied history*. It is obvious that such an extreme example is surrounded by inadequacies, but the goal here is once again just to illustrate the difference between the BPSL program and a 'pure' disciplinary program.

But it has also been said that in a vocational program the students also have the knowledge base. Then why is the BPSL not a purely vocational program? As said before, clear cuts relating practice to theory are never very precise and tend to have some inadequacies. That may be the case here. But to answer to the question, it would be interesting to bring forward one element pointed by Ensor (2004) as also being related to the vocational discourse: the presence of the stakeholders influence on defining the program. They aim to gain the trained and qualified working force they need. Bringing this idea to the BPSL program, it is not really what is seen. Maybe due to the fact that the program is from a public university, and hence financed and administrated by the Government, the impacts of the pressures of external market demands do not shape the curriculum. No doubt, the program was created to answer to the needs of the society and the market, as has been said in both the document and the professors' level. Nevertheless, there is a great difference between that and being shaped specifically to answer to one demand.

For instance, if a new program was to be created, sponsored by a telecommunication company, this company would be most likely to have a say in the shaping of the program. Say it would result in a heavy base focus on one specific cellphone technology. The students would learn that, and have a very solid base on that, most likely connected to the applicability of the knowledge and skills that could be used by the company. However, if there had been a new groundbreaking technology that appeared while the students were in the middle of the program, by the time the students finished it, they would be already

outdated, and would more likely face some severe difficulties to insert themselves in the market. If instead, the influence of the stakeholder was not to be so deep, the program could have been designed to propitiate a greater, broader and more solid knowledge basis, not so focused on performing one activity, related to one specific technology. In that case, maybe the students could still have some problems adapting to the new ground breaking technology, yet they would be more likely to adapt, since they were not trained for one specific activity, and they can count on a solid and broader knowledge basis.

This example illustrates what has been said on section 2.3, i.e., the principle of *performativity*, connected to the vocational discourse, where *doing* is more valued than *knowing*, and *performance* is more valid than *understanding*. This is not what was revealed on the BPSL analysis. As mentioned before, the program was designed to answer to some external demands, but the knowledge base is solid and broad.

For instance, the program has been developed aiming to answer to the need of foreigners to learn the BVPL. This demand has increased due to the economical growth of Brazil, making the language essential for international negotiations. Say that in some years China has overtaken the Brazilian part of the international market, and this demand no longer exists; the students graduated by the program still have the knowledge base needed to develop their working activities in other fields, be that the academic, or not.

The point of answering to this questions was to explain why the BPSL should not be classified as being in accordance purely to one or another discourse. Some other features have been presented as being characteristics of the disciplinary and vocational programs, as for instance their introjective or extrojective nature. Apparently, when it comes to the BPSL program, there is not a big dissension in this matter. If one take for instance the *Portuguese language and BPSL teaching history* course, the nature of the subject matter appears to be indeed very introjective, while addressing historical topics, synchronic and diachronic studies of the language, connected with a contrastive analysis between the Portuguese and the other modern Roman languages. Yet, parallel to this inward world, there is the concern of the professor with the qualification of the students. This points to a connection with the market, an outward world, i.e., and extrojective nature. This aspect is even more clear on the other two courses analyzed: *Linguistics applied to PSL teaching* and *Grammar workshop*.

What is interesting and can be seen, at least in these courses, is that both discourses run parallel to each other without jeopardizing one another. That is, according to some authors' understanding (Barnett et al. 2001; Carvalho 2012) a tendency that presents its benefits, once it is more according to the competitive environment seen nowadays in the market. In other words, skills and knowledge are more valid if known how to be applied. In that sense, the disciplinary discourse gives the knowledge base, and the vocational the practice base, working as complementary peers. This dualism is present in many aspects

of the program, and that is why it cannot be understood as purely disciplinary nor purely vocational.

6.3.3 The need to combine discourses in specialized teacher education programs

Also, it is noteworthy to remind that this is a teacher program, which implies some particularities. It has been highlighted on section 2.2.3, while discussing this topic, that one of the challenges faced by a teacher course program is to coordinate the relationship between the *skills*, i.e., theoretical knowledge of the subject matter and the pedagogical instruments, and the *virtues*, i.e., the practicing teaching activities (Carr 1994; Usher et al. 1997). The main issue is that as much as the *skills* can be systematized, and organized, the *virtues* are somewhat more complex to be presented as a subject to be taught, once it involves the *praxis*.

It has also been said that BPSL program deserves special attention while regarding the fact that it has both a theoretical basis, when it comes to the linguistics topics, as well as a pragmatical basis, regarding the teaching activities.

According to what has been seen in this case study, the way that this relationship between *skills* and *virtues* is addressed in this program is revealed to be quite interesting. The knowledge bases, i.e, the *skills*, of courses such as *Grammar workshop* has its own space, and it is present in both the document and in the professors' level. Nevertheless, the practice of teaching, i.e., the *virtue*, is also addressed in class, giving the students the opportunity to experience, even if in a minor and simulated scale.

As it has been mentioned by Levander and Mikkola (2009), it cannot be assumed that all these aspects can be covered in advance while preparing and elaborating an academic plan. In other words, it should not be expected that a description of how it should be done is likely not to be seen explicitly in the document level. It has to do with what Stevenson (2001) pointed as the difficulty to codify the vocational knowledge. However, the conceptions should be somehow presented on the *purposes* of the program (Stark and Lattuca 1997). This is exactly what can be noted in this example used here to illustrate the case: the document regarding *Grammar workshop* course is very concise. Yet, this very course presented through the professor's perspective shows that, despite not explicitly mentioned in the plan, the *virtues* of teaching and the *praxis* are present.

Understanding these peculiarities of a teacher course related to BPSL program as a whole, seems to be much in agreement with the *disciplinary* and *vocational* discourses, in the sense that it has to deal with the knowledge base of a Portuguese program, as well as with the teaching practice. In that sense, this attitude of making the *virtues* also a part of the program, through practical activities is a challenge that appears to have been achieved in this program.

6.4 Understanding the meaning and the impacts of the discrepancies found between the two levels

Based on all the findings hitherto presented, it would be interesting to try to cogitate the reasons for the discrepancies found in the different levels analyzed. One hypothesis that can be raised is that, since the documents do not go into many details (specially regarding aspects such as evaluation and instruction process and resources, being its main concern usually focused on the purpose and content), the gap of directions/informations is filled by the professors based on what they understand as being more relevant. These choices are, by their turn, most likely based on the professors own educational background. This topic has been explored on section 2.2.3., while referring that there are many hidden curricula inside one curriculum, and they are revealed through the lenses of the professors.

If one regard for instance *Linguistics applied to PSL teaching*, it is noteworthy that the academic background and working experiences of Professor B leave their print on the way the course is organized. In other words, the course of applied linguistics on the document level states for instance that one of the aims is to focus on *the four skills on a second language acquisition*. Nevertheless, despite that these skills may be worked in class, the focus is on the phonological aspects in the language acquisition process. This professor has worked for many years as second language teacher, and may understand that one of the important things while teaching/learning a second language is the understanding of the phonological system of the new language, compared to one's mother tongue. And this very case, taken here to be illustrative, stands for one of the courses who had the most detailed information on the document level, and yet resulted on a peculiar interpretation of the Professor B. If instead of *Linguistics applied to PSL teaching* this course would have been *Grammar workshop*, then the chance of the professor's academic background, summed to his/her working experience to be at play increases even more (due to the even less information presented on the document level).

But what would be the implications of this discrepancies? This could be seen from two different perspectives: first, it could mean that, since the course aspect is not deeply specified in the document level, it can take different directions, while taught by different professors along different semesters. It means that it becomes a more personalistic reading of the program. In that sense, for instance, the students who had the opportunity to take the classes on *Linguistics applied to PSL teaching* with a professor such as professor B, who was one of the co-developers of the BPSL program, would have a greater understanding of phonology applied to teaching, once the course was over. Nevertheless, if in another semester the course was taught by a professor with a strong background on *text analysis*, which is also a described in the document level, and refers to the *four skills on a second language acquisition*, the students from this course would have

a stronger basis on a different aspect of the course. In that sense, the result would be students with considerably different focuses.

Secondly, yet due to the same fact that the course is not much detailed in the document level, it opens the possibility for the professors to work more freely, coordinating the program according to what is understood by them as most essential. This could in a last instance result in better quality of the course. Not only referring specifically to the purpose or content, as it has been exposed so far, but specially regarding the instructional process and resources. This aspect has been stressed by the professors themselves.

In other words, the discrepancies can have a negative side, if one regard the possibilities of different contents to be presented/developed by different professors, in different semesters. This would result, in a last analysis in different courses, in a way. But this can also have a positive side, specially regarding the possibility of the professors to organize the instructional processes, and also find a better and maybe even more efficient way to evaluate the students.

6.5 Relations to the market

Back to the issues raised at the beginning of this case study, where it was said that *many projects and actions have been created to nourish the needs of the market*, the development of the BPSL being one of them, it is now time to understand how the market is indeed integrated to the program, so that it can *de facto* justify its creation.

According to what has been seen so far, both in the document level and in the professors' level, the market has a background presence that shows some impacts on the program. Its presence is seen through excerpts such as: 'One of the main reasons for the creation of BPSL is based on the professional's profile who will be able to take place in the national or international **market** [emphasis added] [...]' (BRASIL 2001: 3), or yet, when the professors state the link of what the students are doing in class and their working life, such as on the comment about the *Grammar Workshop* given by Professor A: '[...] there are already many students who teach Portuguese through private classes [...]'.

Nevertheless, the influence and presence of the market are indeed stronger than it seems. It has been described by the professors, and despite that it could not be properly fit into any of the analysis categories neither of the program as a whole, nor of the particular courses, it is very important for it to be presented here. While commenting on the visibility the BPSL program has been gaining recently, Professor A says:

One must think about the labor market. When it comes to the labor market, the main target audience is the Secretaria da Educação [Education Office]. The public schools. [...]

They need a teacher who is a specialist in Brazilian Portuguese as a second language, and not as a native language. In order to deal with the deaf people in class. (Professor A)

Here the needs of the market (in this case public schools that need teachers for working with the deaf students) is pointed as one of the reasons for the course to have gained a greater visibility during the last few years. From that, it is possible to assume that the connection with the market has helped shaping the program. But not only that, it seems to exist a feedback relationship between the program and the market, i.e., as much as the market needs specialists that are trained by this program, the program needs to help with the formation, education and training of the specialists that are supposed to answer to the demands of the market. In that sense, the way the courses have been planned, and the students are educated is strictly connected to the working field, after the graduation (or maybe even before).

This idea is reinforced by the mentioning of a program where the students of the BPSL are recruited to work as Portuguese teachers for foreigners through a University program:

At the University there is a program called PEPPFOL [program for teaching Portuguese to other language speakers], which is a program [...] that aims the teaching of Portuguese for foreigners. [...] Our students have been working there. (Professor A)

While on the previous example the connection with the market was related to the deaf, here it is related to foreigners. Both have been mentioned by the professors, while describing the general aspects of the program, as target audiences that should have their demands answered by the program, regarding the Portuguese language.

What is interesting here, however, is that a program created by the own University works as a link to the market, and the working field, even before the students are graduated. This is much aligned with what has been referred in the document level as *extension and research activities* (Chapter 04).

This connection, as has already been pointed many times before in this case study, points to a vocational oriented program, according to the understanding of Karseth (2006) and Ensor (2004).

7. Conclusion, Limitations and Suggestions for further research

7.1 Conclusion

The conclusion of this thesis will bring back the research question presented on Chapter 01:

‘What are the different discourses found in the BPSL’s curriculum according to the document level and the professors level, and which are the main gaps (if so) between these levels perceptions?’

To answer to this question, one must bring back the answers to the two subquestions addressed on Chapter 04 and Chapter 05:

- (1) What discourses are constitutive for the curriculum at the document level?
- (2) What discourses inform the interpretation and enactment of the curriculum at the professors’ level?

According to the analysis, in both the document and the professors’ level the curriculum as a whole presents both the disciplinary and the vocational discourses, acting in complementary ways. This can also be seen on the three courses analyzed in more details, only that in those cases it is not possible to present a very conclusive result, due to the scarce amount of information available. Nevertheless, if a tendency to whichever discourse could be seen, it would be slightly towards the disciplinary one, in the document level, and to the vocational one, in the professors’ level.

In that sense, bringing back the main research question, the answer is that there are indeed some differences between the document and the professors’ levels, regarding the most representative discourses present in each level. Nevertheless, more than some minor differences, what is seen is a congruent discourse, not pointing to any main gaps or flaws that should be revised on an indispensable way.

That said, and considering yet what has been presented insofar, this study comes with the conclusion that the BPSL, both in the document and in the professors’ levels here analyzed have a congruent discourse that indicates that the course has a disciplinary orientation, working side by side with a vocational orientation. These two discourses are in no sense conflicting, but rather complementary. This can be more easily perceived by the summary table (table 7.1) with the results of work, presented below:

Disciplinary and Vocational orientation results				
Level/ Element of analysis	BPSL curriculum	Linguistic applied to PSL teaching	Portuguese language and BPSL teaching history	Grammar workshop
Document level	$D \leftarrow V$	$D \simeq V$	D (open ended)	$D \simeq V$
Professors' level	$D \simeq V$	$D \simeq V$	$D \rightarrow V$	V

Table 7.1 - Evaluation results of the comparative analysis (where 'D' stands for 'disciplinary discourse', 'V' for 'vocational discourse', and the symbols ' \simeq ' represent balance between the two discourses, while ' \rightarrow ' represents a tendency towards on discourse, following the direction of the arrow)

For being a program that aims to prepare teachers, it should be expected to have indeed a very vocational aptitude. But not only that, also a disciplinary drift. That is one of the reasons that this curriculum proved itself as an interesting object of analysis: understanding how these two discourses could work in the same program.

The curriculum could have been organized in a quarrelsome form, having the pedagogical practices put aside, presented separately from the linguistics subject matter. It has, however, managed to introduce activities whose final goal is the pedagogical practice in courses of a very theoretical (disciplinary) nature, such as Portuguese language and BPSL teaching history.

One important point to highlight is that the program has recently presented a tendency moving towards a more vocational line, without however abandoning its disciplinary basis. This can be noted by incongruences presented in the document level and in the professors' level, where the former presents a more vocational oriented discourse.

Interestingly, its vocational nature is very clearly stated in the document level, regarding the aims of the course, on its general aspects. However, this tendency is not so well represented on the courses here analyzed, regarding the document level. Nevertheless, it is more present in the professors' level.

One of the possible reasons for that is that the curriculum has been evolving in the action level, represented by the professors, and has not yet been revised in the document level, specially regarding the individual courses description.

The collegiate seems to be aware of this, since Professor C, while talking about the curricular plan of the BPSL program commented:

Since it is an analysis [referring to this case study] made based on the documentation that has been written some time ago... The BPSL is about to celebrate its 15th anniversary now. I usually say that after one decade, every curriculum must be revised. We know that the world moves forward and the curriculum cannot be stationary [...] This advanced world asks for reviews. (Professor C)

Putting this issue aside, the conclusion is that the program, understood as a whole, is quite congruent: both document and professors' level show the concern of articulating the disciplinary and the vocational discourses in a rather harmonious way. It is noteworthy that the professors are significant interpreters and 'makers' of the curriculum in this program. They are endowed with the trust to find their professional ways of doing their courses, and to do so they need to do curriculum work in terms of choosing and specifying instructional processes and assessment forms.

7.2 Limitation of the study

This study has been driven by the sincere interest of, in the most scientific way possible, analyzing the discourses present on the BPSL curriculum, in the document and professors level. In order to do so, as an attempt to make it scientifically valid and reliable, all the methodology has been described in detail in Chapter 03. By doing so, the goal was to minimize any potential biases or inappropriateness, as well as assuring that all the ethical issues have been fairly addressed.

Nevertheless, some points must be brought to light, before the closure of the study. There have been some issues regarding technicalities, and also some sort of limitations when it comes to the sampling.

Regarding the former, there might have been some terminological issues, when it comes to the translation from the Portuguese to the English language. All the work has been done by the author herself, who is not authorized as an official translator, nor has the special training concerning such activity. It might have resulted in some inaccuracies, specially when it comes to the specialized terminology used in the linguistic and pedagogical fields. As an attempt to minimize this problem, the original documents used in this analysis are presented in their original language, i.e. Portuguese, so that it can be consulted and revised by other researchers.

When it comes to the sampling, it is more than important to highlight that the professors interviewed may not represent in the best way the whole collegiate. It is so, due to the roles this professors play/played in the BPSL course: they were either planners and developers of the program, or currently have a high administrative position. This implies that they are likely be very well informed about all the peculiarities not only of the courses

currently taught by them, but also of the program as a whole. If it can be on one hand not very representative, on the other hand it has proved itself as very fruitful for the research, since it provided rich and detailed information to be processed.

Yet another issue regarding this subject is that all the three professors were from the linguistics department (LIP). It undoubtedly created a vacuum on the analysis, since the other departments involved in the course did not have a voice to represent them. Nevertheless, as it has already been pointed in this work, the LIP department is responsible for over 86% of the courses taught in the program. In that sense, it is a less vicious flaw to have this department as the representative of the program than, for instance, the MTC, which has under its responsibility only one course in an universe of 30 courses.

Last, the work could not finish without the acknowledgment that every theoretical framework has its limitations, and that frequently the reality cannot be perfectly fit in the categories proposed by theories.

As much as any straightforward theoretical work pursuits the greatest accuracy possible, it is underpinning to whichever framework that once applied to reality, it will be liable to deformities. Hence, it is a high impossible challenge to make an analytical cut on such a complex structure as HE studies, without yielding some inaccuracies, in some instances, unseemly in others, inter alia. Are there or has there ever been any clear-cut parameters to the field of curriculum theory and development? (Buktus 1989: 568)

It could not be different in this case, regarding both the Stark and Lattuca's (1997) categories, and Karseth's (2006) framework. However, more than trying to make a clear cut in reality, the attempt was to use these elements as tools to evaluate the program in a scientific and clear way. The aim was to focus on the benefits given by such structure, rather than in its unseemliness.

7.3 Suggestions for future research and improvements

There are many debates on the contrast of the disciplinary and the vocational discourses in HE curricula (Short 2002). Despite that much has been written about it, not so much can be found on HE literature related to this matter in the linguistic field. The intention here was to contribute with it by applying this theoretical framework to the case study where BPSL is in focus.

Being aware of the good intentions of the developers of the program, and also of the awareness that the program curriculum deserves some review after 15 years since it has been originally developed, one suggestion would be to organize all the courses of the

course, presenting all of them according to a clear framework, where not only the students, but also and importantly the professors could have access to this information, making the understanding of the individual courses, as well as of the program as a whole, clearer. This framework could for instance follow the categories proposed by Stark and Lattuca (1997). This suggestion is based on the work of Levander & Mikkola (2009), while treating about core curriculum analysis:

The process of the core curriculum analysis resulted in documented information about the course curricula which is accessible simultaneously to all the teachers of the faculty. This kind of documentation is rarely available for curriculum design. Developed description strategies produced useful information about course curricula. As a tool for sharing information, core curriculum analysis is efficient, easy and feasible when used according to advanced description strategies. The extensive and explicit descriptions enable the sharing of essential features and make connections to other courses transparent. [...] Despite these challenges, core curriculum analyses are evidently a powerful developmental tool. (Levander and Mikkola 2009: 284)

Regarding suggestions for future researches on this theme, one interesting point of investigation would be the analysis of the courses who are not in the linguistic field (such as *primary didactic*, for instance), to understand how do these courses behave regarding the disciplinary x vocational axis. Other than that, it could also be very productive to have the voices of professors who are not so well informed about the curriculum as a whole heard.

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Appendixes

I - Invitation Letter

Invitation to participate in a research project

Oslo, 19th of February, 2013

Dear Professor,

I come hereby to introduce myself as a master student from Higher Education Program at the Department of Educational research of the University of Oslo. I am a former student of the University of Brasilia, and in 2010 I graduated on Portuguese Language and Literature. Currently I develop my thesis on the field of curricular analysis, with a particular interest in how knowledge and learning is organized in programs that both have a disciplinary and a vocational orientation. For my study case, I chose to investigate the different discourses found in the program Português do Brasil como segunda língua, offered by the University of Brasilia.

This program is interesting because it has a side of specialized teacher education, as well as a side of theoretical linguistics focused on Brazilian Portuguese language as such. Hence, it is likely to be found contesting discourses at play. This case study intends to understand how do they play out at different levels. More specifically, what will be done is to trace what discourses are in the documents' level and in the professors' experiences and accounts.

Hence, I would be extremely honored if you, on the position of a Professor from this very program, could share your experiences and personal perspective about the teaching, its challenges and goals, regarding the curriculum. Therefore, I hereby invite you to be an interviewee in this project.

I currently live in Oslo, and therefore the interview would most likely be done through skype. The section would be scheduled according to your availability, and should last approximately 45 minutes. The interview would be conducted in Portuguese. It would have to be recorded, and stored in the form of a digital file up until the end of the work (September 2013), being deleted after that time. Some sections of it would be eventually translated to English placed as quotes along the study case. The whole interview, however, will not be attached to the thesis.

It is a legal commitment, following the regulations stipulated by the Data Protection Official for Research, in agreement with the Norwegian legislation, that the participation is voluntary and the participant may withdraw his/her consent as long as the project is in progress, without stating any

reason. For this study case specifically the interviewee's identity will be preserved and no names shall be mentioned.

Please, feel free to contact me, or my supervisor, Professor Monika Nerland, at anytime, to clarify whichever doubts you may eventually have.

I hope we can work together,

Sincerely

Patrícia Magalhães

II - Interview Guide

Theme	Question	Follow up question
Background information	What is your academic background?	-
	How long have you been working in this program?	-
The teaching	Could you talk a little bit about your course?	What are the aims?
		The purposes?
		The content?
		If I understand correct, the main steps would be
	How do you understand the connection between your specific course and the broader program?	-
	How do you organize your teaching?	What method do you prefer to use?
		Why do you choose this instead of that?
		Are there any particular learning activities?
		Could you give me an example?
	What are the main tasks you have to do while teaching your course?	Are there any challenges related to that?
		What have you experienced?
	What are the forms of assessment used by you?	Are you free to choose it or is it some how predetermined by the program?
		Any specific reason for this specific evaluation method to be used?

Theme	Question	Follow up question
The program	Who are the students?/ What characterize the learners?	What are the differences you can notice between a freshman and a student close to graduating?
	How do you understand the relationship between the different courses in the program?	What would be the positive side of it?
		And what about the negative side of it?
	Is there any pressure you can perceive in the theory/ practice relationship?	How do you see the connection between what is taught in class to what should be used in practice by the students in their professional careers?
	Lot of things are changing in Brazil and the government is concerned about education. How does it relates to the program?	Does this influence your work in any way?
	What is your imagination about the future of the program?	Why do you understand this tendency instead of some other?

III - Brazilian Portuguese as a Second Language. Plan Synthesis

UNIVERSIDADE DE BRASÍLIA – UnB
INSTITUTO DE LETRAS
DEPARTAMENTO DE LINGÜÍSTICA, LÍNGUAS CLÁSSICAS E VERNÁCULA – LIV
70910-900 Brasília – DF – TEL: 307-2740/307-2119 – FAX: 273-3681
Correio Eletrônico: liv@unb.br

Ofício Interno - LIV/043

Brasília, 14 de março de 2001.

Ao: CEPE
Via: CCG – ILD/CEG

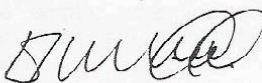
Senhor Presidente,

Submetemos à análise a Proposta curricular da habilitação 4430 – Licenciatura em Português do Brasil como segunda Língua, que foi aprovada na 13ª reunião do Colegiado Departamental do dia 8 de dezembro de 2000.

Compõe este processo os seguintes documentos:

- 1) Ofício interno dirigido ao CEPE
- 2) Objetos das alterações
- 3) Proposta para Elaboração das Diretrizes Curriculares - Curso de Letras - MEC
- 4) Anexo ao Regimento Geral da Universidade de Brasília
- 5) Formulário Criação de Disciplina
- 6) Formulário de Programa
- 7) Fluxo do Curso
- 8) Listagem com as especificações gerais de disciplinas (DISEGE)
- 9) Quadro demonstrativo com as principais diferenças entre o currículo atual e o proposto.

Atenciosamente,


Prof. Djalma Cavalcante Meio
Chefe do Deptº de Linguística,
Línguas Clássicas e Vernácula
LIV/L-UNB

11

Para Prof. Rozema

**PORTUGUÊS DO BRASIL COMO SEGUNDA LÍNGUA (PBSL)
LICENCIATURA
SÍNTESE DO PROJETO DO CURSO**

**Enilde Faulstich
Universidade de Brasília (UnB)
Departamento de Linguística,
Línguas Clássicas e Vernácula (LIV)**

1. O QUE É A LICENCIATURA EM PBSL

A Licenciatura denominada PORTUGUÊS DO BRASIL COMO SEGUNDA LÍNGUA (PBSL) tem por meta a formação de professores de Língua Portuguesa para ensinar o Português do Brasil – língua, literatura e cultura – a falantes e usuários de outras línguas.

O Curso, que se circunscreve em um contexto de Políticas Linguísticas, foi criado com o objetivo principal de atender a comunidades que, no Brasil, não têm o português como primeira língua e de, no exterior, atender àqueles que desejam aprender o Português do Brasil como língua de comunicação internacional.

Os aspectos que distinguem o Português do Brasil como Segunda Língua (doravante PBSL) das outras habilitações do Curso de Letras da UnB, primordialmente, da Licenciatura em Língua Portuguesa e respectiva Literatura (04120), do turno diurno e da Licenciatura em Língua Portuguesa e respectiva Literatura (04146), do turno noturno, são, principalmente:

1. os futuros licenciados entram no Curso por meio de vestibular com quantidade de vagas definidas para o PBSL;
2. o PBSL tem orientação curricular diferente dos outros Cursos;
3. o PBSL possui um fluxo de Curso específico e distanciado dos outros Cursos;
4. o mercado de trabalho é amplo, uma vez que o Curso habilitará professores para ministrar aulas em comunidades que não têm o português como língua materna;

5. as comunidades visadas para o ensino de português do Brasil são os estrangeiros, os índios, os surdos e, por ventura, outras comunidades que a médio prazo se identifiquem como alvo desse conhecimento.

2. HISTÓRICO

O Curso foi criado no segundo semestre de 1997 e foi implantado no primeiro semestre de 1998, ocasião em que se deu o primeiro vestibular. Determinaram-se 20 vagas para a inscrição dos candidatos e todas as vagas foram preenchidas. Desde então, todas as vagas ofertadas se completam e atualmente o curso conta com 104 alunos. A primeira turma de licenciandos deverá diplomar-se no segundo semestre de 2001.

As justificativas para a abertura deste novo Curso, da área de Letras, foram as seguintes:

1. O Departamento de Linguística, Línguas Clássicas e Vernácula (LIV), do Instituto de Letras (IL), da Universidade de Brasília (UnB), decidiu preencher uma lacuna em sua estrutura curricular em favor da internacionalização de nosso idioma. Na atualidade, o Português é língua de dois grandes mercados mundiais, a União Européia e o Mercosul, e língua oficial de todos os países da Comunidade dos Países de Língua Portuguesa (CPLP).
2. LIV procurou, assim, atender à crescente demanda de formação de docentes que possam atuar nos mais diversos contextos públicos e privados, tanto no Brasil quanto no exterior.
3. O Curso, durante todo processo de organização do fluxo, foi orientado para o desenvolvimento da compreensão e produção linguísticas e interculturais, bem como para os estudos contrastivos, a fim de preparar profissionais brasileiros – estudantes de PBSL – a ensinarem o vernáculo a falantes de outras línguas das mais diversas comunidades nacionais e internacionais.

A concepção do Curso de Licenciatura em Português do Brasil como Segunda Língua demonstra que não se trata de um curso de português para estrangeiros. A denominação do curso parece guardar essa ambigüidade, porém não são os estrangeiros o público alvo desta Licenciatura. O público alvo é o estudante brasileiro que presta exame de seleção para a UnB.

Convém observar que as outras opções *Licenciatura em Língua Portuguesa e respectiva Literatura* (opção 04120), do turno diurno, e *Licenciatura em Língua Portuguesa e respectiva Literatura* (opção 04146), do turno noturno, habilitam profissionais brasileiros para ensinar Português para brasileiros nas escolas de ensino fundamental e médio. Por sua vez, a *Licenciatura em Português do Brasil*

como *Segunda Língua* (opção 04430) habilita profissionais brasileiros¹ para ensinar Português a falantes e usuários de outras línguas, seja língua estrangeira, seja língua indígena, seja língua de sinais etc. Assim sendo, o exame de seleção para este Curso recruta estudantes brasileiros como acontece tradicionalmente nos vestibulares nacionais.

Um dos principais motivos para a criação do PBSL está decalcado no perfil do profissional que poderá ocupar espaços em mercados brasileiros ou estrangeiros que requeiram o conhecimento da língua portuguesa, por motivos sociais, políticos e econômicos. Inspirada pelo movimento em favor do significativo pluralismo lingüístico e cultural de Brasília, a UnB oferece esta pioneira Licenciatura.

3. O CURRÍCULO DO PBSL E O FLUXO DE FORMAÇÃO

Em um mundo de profissionais cada vez mais competentes, o mercado para professores de PBSL requer uma sólida formação interdisciplinar.

O LIV considera que a formação dos docentes de PBSL deve dar-se por meio de um conjunto de disciplinas organizadas em blocos. As disciplinas foram criadas de acordo com a concepção pedagógica do Curso, que está vinculada à formação educacional, ao trabalho e às práticas sociais.

Os blocos estão assim estruturados:

1. Conhecimentos de lingüística aplicada, fundamentais para a formação do pensamento científico de qualquer docente de língua(s).
2. Disciplinas teórico-práticas e de natureza contrastiva.
3. Disciplinas que contemplam políticas lingüísticas e formas contemporâneas de linguagem.
4. Disciplinas que respondem pela formação da teoria e da prática pedagógicas.
5. Disciplinas que ampliam os conhecimentos de línguas.
6. Disciplinas que ampliam os conhecimentos sócio-culturais do Brasil.

O Curso de PBSL contempla a orientação básica da Lei de Diretrizes e Bases da Educação Nacional – Lei nº 9 394, de 20 de dezembro de 1996.

¹ É evidente que não se excluem de cursar a Licenciatura em PBSL estudantes estrangeiros que se submetam ao exames de seleção (vestibular, PAS) para entrar nos cursos da UnB.

4. PROJETOS E AÇÕES

Por tratar-se de uma proposta nova, o Curso proporcionou o desenvolvimento de um PROGRAMA DE GESTÃO (PG) PARA IMPLANTAÇÃO DO PORTUGUÊS COMO SEGUNDA LÍNGUA. O PG é um conjunto de ações que tem por base a pesquisa acadêmica com vistas à difusão do português por meio do ensino. É destinado a falantes – nacionais ou estrangeiros – de outras línguas. Os requisitos para que as comunidades sejam alvo desse ensino são:

- i) terem o domínio de uso de outra língua que não seja a portuguesa, ainda que habitem em território cuja língua oficial seja o português;
- ii) não terem domínio da língua portuguesa, porque habitam em território estrangeiro;
- iii) terem médio domínio da língua portuguesa, mesmo que habitem em território nacional;
- iv) terem médio ou fraco domínio da língua portuguesa por habitarem em território estrangeiro.

Para que o funcionamento do Programa de Gestão se tornasse viável, criaram-se Grupos de Trabalho (GT) que organizam as pesquisas em torno de áreas temáticas, quais sejam:

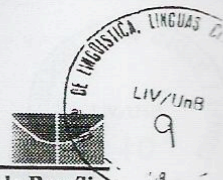
- i) GT LIV / CPLP;
- ii) GT LIV / Comunidade de Língua Brasileira de Sinais (Libras);
- iii) GT LIV / Mercosul;
- iv) GT LIV / Comunidades de Línguas Estrangeiras;
- v) GT LIV / Comunidades de Línguas Indígenas.

Estas propostas concretas de atividades de pesquisa se realizam com a participação efetiva dos estudantes que, dessa forma, antecipam a prática docente ao desenvolver trabalhos conjuntos com os professores e a comunidade.

Os Grupos de Trabalho são iniciativas que possibilitam a união de esforços por meio dos quais se pode fortalecer, no ambiente de diversidade, o uso da língua portuguesa.

LIV / UnB
EF, 2000

IV - Undergraduate program of Brazilian Portuguese as a Second Language - Syllabus



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ANEXO AO REGIMENTO GERAL DA UNIVERSIDADE DE BRASÍLIA

CURSO DE GRADUAÇÃO EM PORTUGUÊS DO BRASIL COMO SEGUNDA LÍNGUA

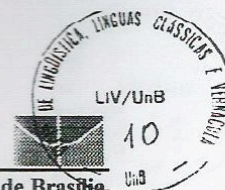
ART. 1º - O curso de graduação diurno Licenciatura em **Português do Brasil como Segunda Língua** destina-se à formação de professores para ensinar o português a falantes de outras línguas.

ART. 2º - *O Curso de Graduação diurno de Licenciatura em Português do Brasil como Segunda Língua será ministrado em duração plena abrangendo um total de 164 créditos, sendo o limite máximo de integralização de Módulo Livre (ML) estabelecido em 24 (Vinte Quatro) créditos*

PARÁGRAFO ÚNICO - Serão exigidas 02 (duas) disciplinas de Estágio Supervisionado de 04 créditos cada uma, totalizando 120 horas.

ART. 3º - O curso incluirá as seguintes disciplinas Obrigatórias (A) e Optativas, da área de Concentração (AC) ou de Domínio Conexo (DC):

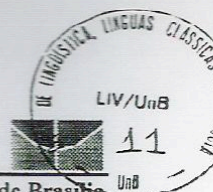
CÓDIGO	DISCIPLINA	PRÉ-REQUISITO
147443 - AC(A)	Linguística aplicada ao ensino de PBSL	Sem pré-requisito
146307 - AC(A)	Fonética e fonologia do português como segunda língua	Sem pré-requisito
146315 - DC(A)	Fundamentos de literatura brasileira contemporânea	Sem pré-requisito
146340 - AC(A)	Fundamentos de aquisição de primeira e segunda língua	147443
146331 - AC(A)	Abordagens, métodos e técnicas no ensino de português como segunda língua	147443
146323 - AC(A)	Fonética e fonologia comparadas de línguas modernas	146307
147311 - AC(A)	Morfossintaxe da língua portuguesa	147290; 140082 ou 147443
147001 - AC(A)	Variação linguística no Brasil	146307
147010 - AC(A)	Lexicologia, semântica e pragmática contrastivas	147443
146391 - AC(A)	Sintaxe do português	147001
146382 - AC(A)	Política do idioma	147001
146412 - AC(A)	Introdução a multimeios	147443
146404 - DC(A)	Panorama da literatura brasileira	Sem pré-requisito
147800 - AC(A)	Morfossintaxe contrastiva de línguas modernas	147311; 146391
146439 - AC(A)	História da língua portuguesa	146382
140503 - AC(A)	Estudo das gramáticas do português contemporâneo	146382 ou 140082
146421 - AC(A)	Laboratório: resolução de problemas de leitura e de redação	146391
147885 - AC(A)	Lexicografia e estratégias de usos do	



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147907 – AC(A)	dicionário	147010; 146412
?????? – AC(A)	Laboratório: estratégias de uso da gramática	146391
147893 – DC(A)	Estágio Supervisionado 1 no ensino de PBSL (criação)	146421; 194531
147419 – AC(A)	Tópicos atuais: problemas interculturais	147800
?????? – AC(A)	Projeto de Curso: multimeios no ensino de PBSL (criação)	146412; 147907
	Estágio Supervisionado 2 no ensino de PBSL (criação)	(?) Est. Sup. I no PBSL; 147907; 200069
125156 – DC(A)	Desenvolvimento psicológico e ensino	Sem pré-requisito
194531 – DC(A)	Didática fundamental	125156 ou 124966
194221 – DC(A)	Organização da educação brasileira	Sem pré-requisito
140481 – AC	Leitura e produção de textos	Sem pré-requisito
147397 – AC	Prática de textos	Sem pré-requisito
135011 – DC	Introdução à Antropologia	Sem pré-requisito
157414 – DC	Computação gráfica aplicada	Sem pré-requisito
153044 – DC	Desenho 1	Sem pré-requisito
153001 – DC	Elem Ling Estetica Hist Arte 1	Sem pré-requisito
153079 – DC	Expressão	Sem pré-requisito
153605 – DC	Folclore Brasileiro 1	Sem pré-requisito
153681 – DC	Fundamentos de linguagem	Sem pré-requisito
157660 – DC	Historia da Arte no Brasil	Sem pré-requisito
153320 – DC	Oficina das Artes Plásticas 1	Sem pré-requisito
182028 – DC	Hist do Liv e das Bibliotecas	Sem pré-requisito
185612 – DC	Sem s/ Brasil contemporâneo	Sem pré-requisito
185027 – DC	His Social Pol Latinoamericana	Sem pré-requisito
122114 – DC	Ecologia geral	Sem pré-requisito
132012 – DC	Introdução à economia	Sem pré-requisito
137634 – DC	Filosofia da Linguagem	Sem pré-requisito
128266 – DC	Geografia Humana I	Sem pré-requisito
138282 – DC	Geografia Humana e Econômica	Sem pré-requisito
138576 – DC	Política Pública e Meio Ambiente	Sem pré-requisito
139416 – DC	Cultura Brasileira I	Sem pré-requisito
139033 – DC	Introd ao Estudo da Historia	Sem pré-requisito
139203 – DC	Historia Soc e Pol do Brasil	139033
139114 – DC	História da America I	139033
139131 – DC	Historia do Brasil 1	139033
139386 – DC	Historia da Pol Exter Brasil	Sem pré-requisito
139190 – DC	Historia Social e Política Geral	Sem pré-requisito
139831 – DC	Top Esp em Historia do Brasil	Sem pré-requisito
192660 – DC	Of. Tecnol. Educ 2: Video	Sem pré-requisito
194549 – DC	Oficinas de Linguagens	Sem pré-requisito
192279 – DC	Tecnologia Educacional	Sem pré-requisito
185001 – DC	Intro Estu Rel Internacionais	Sem pré-requisito
136581 – DC	Introdução ao Serviço Social	Sem pré-requisito
134465 – DC	Introdução à Sociologia	Sem pré-requisito
145432 – DC	Realidade Brasileira	Sem pré-requisito
145033 – DC	Estética e Cultura de Massa	Sem pré-requisito



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PARÁGRAFO PRIMEIRO: Entre as disciplinas Obrigatórias inclui-se duas, dentre as seguintes: **Cadeia de Seletividade**

CÓDIGO	DISCIPLINA	PRÉ-REQ.
145971- DC(A)	Inglês Instrumental 1	Sem pré-requisito
OU		
142000 – DC(A)	Francês Instrumental 1	Sem pré-requisito

PARÁGRAFO SEGUNDO: O número de Créditos das disciplinas e atividades fixadas neste artigo poderá variar de um para outro período letivo, conforme o indique a experiência do ensino, e constará das respectivas Listas de Ofertas.

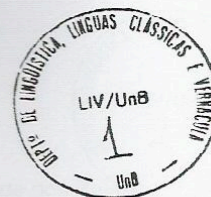
ART. 4º - O estudante deve ser aprovado nas disciplinas listadas no Artigo anterior como Obrigatórias e tantas disciplinas Optativas e/ou de Módulo Livre (ML) quantas sejam necessárias para integralizar o total de créditos referido no **Art. 2º**.

ART. 5º - O número máximo de créditos cursados em um semestre letivo não poderá ultrapassar a 30 Créditos e o número mínimo previsto é de 12 Créditos.

PARÁGRAFO ÚNICO – Estes limites não serão considerados quando as disciplinas pleiteadas forem as últimas necessárias à conclusão do curso.

ART. 6º - A Coordenação didática do curso cabe ao Colegiado do Departamento de Linguística, Línguas Clássicas e Vernácula e do Instituto de Letras.

V - Data change object



2. OBJETOS DAS ALTERAÇÕES

A opção **4430 Licenciatura em Português do Brasil como Segunda Língua (Licenciatura em PBSL ou PBSL)** apresenta características e estrutura próprias que a distanciam das outras Licenciaturas do Curso de Letras.

A Licenciatura em PBSL, que se circunscreve em um contexto de Políticas Lingüísticas, foi criado com o objetivo principal de atender a comunidades que, no Brasil, não têm o português como primeira língua e de, no exterior, atender àqueles que desejam aprender o Português do Brasil como língua de comunicação internacional.

Os aspectos que distinguem a Licenciatura em PBSL das outras habilitações do Curso de Letras da UnB, primordialmente, da Licenciatura em Língua Portuguesa e respectiva Literatura (04120), do turno diurno e da Licenciatura em Língua Portuguesa e respectiva Literatura (04146), do turno noturno, são, principalmente:

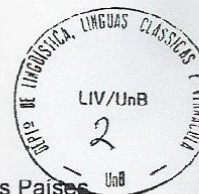
1. os futuros licenciados entram no Curso por meio de vestibular com quantidade de vagas definidas para o PBSL;
2. o PBSL tem orientação curricular diferente das outras habilitações;
3. o PBSL possui um fluxo de Curso específico e distanciado das outras habilitações;
4. o mercado de trabalho é amplo, uma vez que o Curso habilitará professores para ministrar aulas em comunidades que não têm o português como língua materna;
5. as comunidades visadas para o ensino de português do Brasil são os estrangeiros, os índios, os surdos e, por ventura, outras comunidades que a médio prazo se identifiquem como alvo desse conhecimento.

2. HISTÓRICO

A Licenciatura em PBSL foi criada no segundo semestre de 1997 e foi implantada no primeiro semestre de 1998, ocasião em que se deu o primeiro vestibular. Determinaram-se 20 vagas para a inscrição dos candidatos e todas as vagas foram preenchidas. Desde então, todas as vagas ofertadas se completam e atualmente o curso conta com cerca de 170 alunos. A primeira turma de professores deverá diplomar-se no segundo semestre de 2001.

As justificativas para a abertura deste novo Curso, da área de Letras, foram as seguintes:

1. O Departamento de Lingüística, Línguas Clássicas e Vernáculo (LIV), do Instituto de Letras (IL), da Universidade de Brasília (UnB), decidiu preencher uma lacuna em sua estrutura curricular em favor da internacionalização de nosso idioma. Na atualidade, o Português é língua de dois grandes mercados mundiais, a União Européia e o



Mercosul, e língua oficial de todos os países da Comunidade dos Países de Língua Portuguesa (CPLP).

2. O LIV procurou, assim, atender à crescente demanda de formação de docentes que possam atuar nos mais diversos contextos públicos e privados, tanto no Brasil quanto no exterior.
3. A Licenciatura, durante todo processo de organização do fluxo, foi orientada para o desenvolvimento da compreensão e produção lingüísticas e interculturais, bem como para os estudos contrastivos, a fim de preparar profissionais brasileiros – estudantes de PBSL – a ensinarem o vernáculo a falantes de outras línguas das mais diversas comunidades nacionais e internacionais.

A concepção da Licenciatura em Português do Brasil como Segunda Língua demonstra que não se trata de um curso de português para estrangeiros. A denominação do curso parece guardar essa ambigüidade, porém não são os estrangeiros o público alvo desta Licenciatura. O público alvo é o estudante brasileiro que presta exame de seleção para a UnB.

Convém observar que as outras opções *Licenciatura em Língua Portuguesa e respectiva Literatura* (opção 04120), do turno diurno, e *Licenciatura em Língua Portuguesa e respectiva Literatura* (opção 04146), do turno noturno, habilitam profissionais brasileiros para ensinar Português para brasileiros nas escolas de ensino fundamental e médio. Por sua vez, a *Licenciatura em Português do Brasil como Segunda Língua* (opção 04430) habilita profissionais brasileiros¹ para ensinar Português a falantes e usuários de outras línguas, seja língua estrangeira, seja língua indígena, seja língua de sinais etc. Assim sendo, o exame de seleção para este Curso recruta estudantes brasileiros como acontece tradicionalmente nos vestibulares nacionais.

Um dos principais motivos para a criação do PBSL está decalcado no perfil do profissional que poderá ocupar espaços em mercados brasileiros ou estrangeiros que requeiram o conhecimento da língua portuguesa, por motivos sociais, políticos e econômicos. Inspirada pelo movimento em favor do significativo pluralismo lingüístico e cultural de Brasília, a UnB oferece esta pioneira Licenciatura.

¹ É evidente que não se excluem de cursar a Licenciatura em PBSL estudantes estrangeiros que se submetam ao exame de seleção (vestibular, PAS) para entrar nos cursos da UnB.

VI - Instance of a Discipline

Disciplina - Listagem de Ementa/Programa
Disciplina: 147915 - Estágio Supervisionado 1 em Português do Brasil como Segunda Língua
(Ver Oferta)

Órgão:	LIP - Departamento de Lingüística, Português, Líng Clás
Código:	147915
Denominação:	Estágio Supervisionado 1 em Português do Brasil como Segunda Língua
Nível:	Graduação
Vigência:	1971/2
Pré-req:	LIP-146421 Laboratório: leitura e redação E MTC-192015 Didática Fundamental
Ementa:	Observação das práticas de ensino de português como segunda língua. Diagnóstico. Competências e habilidades. Objetivos e materiais didáticos. Atividades de ensino e de aprendizagem. Planejamento de curso. Avaliação.
Programa:	<ol style="list-style-type: none">1. Diagnóstico<ol style="list-style-type: none">1.1. Público-alvo: Português L2/Língua Estrangeira1.2. Observação e prática de ensino2. Planejamento<ol style="list-style-type: none">2.1. Identificação e seleção das habilidades e competências de acordo com abordagens selecionadas2.2. Elaboração de seqüências didáticas: oficinas de ensino2.3. Avaliação2.4. Projeto piloto de curso3. Material didático<ol style="list-style-type: none">3.1. Seleção e elaboração de material didático3.2. Análise crítica de livros didáticos
Bibliografia:	<p>Haensch, G. et al. 1982. La lexicografía: de la lingüística teórica a la lexicografía práctica. Madrid, Gredos.</p> <p>Hernandez, H. (coord.) 1994. Aspectos de la lexicografía contemporánea. Barcelona, Bibliograf.</p> <p>Lara, I. A. 1996. Aspectos de la lexicografía teórica. Granada, Universidad de Granada.</p> <p>Lara, Luis Fernando. 1996. Teoría del diccionario monolingüe. México, El Colegio de México.</p> <p>Neves, M. H. de Moura. 1996. 'A prática lexicográfica: onde ciência e arte se encontram.' Alfa, 40: 129-139.</p> <p>Sousa, José Matínez de. 1995. Diccionario de lexicografía práctica. Barcelona, Bibliograf</p> <p>Vilela, Mário. 1979. Estruturas léxicas do português. Coimbra. Almedina.</p>

Instance of a course, as presented by the University of Brasília website (Brasília 2012)

VII - BPSL Scheme

Sem/Dept.	I	II	III	IV	V	VI	VII	VIII	IX	X
LIP	PFL Fonetic and Phonology	Comparative Phonetic and Phonology of Modern	Reading and writing Texts	Language Policy	Introduction to Multimedia	Study of the Contemporary Portuguese Grammars	Lexicography	Intercultural Issues	Directed Internship I	Directed Internship II
	Linguistic Applied to PSL teaching	Approaches, Methods and Techniques for PSL Teaching	Linguistic Variation in Brazil	Portuguese Syntax	Contrastive Morphosyntax of Modern Languages	Workshop: Problem solving on Reading and	Grammar Workshop		Course Project	
		Foundations for First and Second Languages	Contrastive Lexicology, Semantics and Pragmatics			Portuguese Language and BPFL Teaching				
			Morphosyntax of the Portuguese Language							
			Practice of texts							
LET	Instrumental English									
TEL	Brazilian Contemporary Literature Foundations			Prospect of the Brazilian Literature						
TEF				Educational Psychology						
PED		Development and Learning Foundations								
PAD			Organization of the Brazilian Education							
MTC					Primary Didatic					

VIII - Courses aims and goals

Ref.	Course	Aims and goals
1	Instrumental English	Presentation and praxis of techniques that help with written understanding that propitiate a more efficient and independent reading of texts in English.
2	Phonetic and phonology of the PSL	Phonetics: phonetic organs and the sound of Portuguese. Phonology: basic concepts. Phonological analysis of Portuguese. Phonological processes. Standard variate and stigmatized variates. Metric intonation. Phonetic transcription of the Portuguese variants. Phonetic and phonology applied to the acquisition of first and second languages.
3	Brazilian contemporary literature foundations	Tendencies and the basic features of the Brazilian contemporary literature. Considerations about the historical moment on the literature. Social problems illustrated in the literature. Highlighted authors.
4	Linguistic applied to PSL teaching	Linguistic as a science. The four skills on a second language acquisition. Periods of linguistic history applied to language teaching. Behaviorism and contrastive analysis. Mistakes analysis; Approximative systems; texts analysis; Integration and transdisciplinarity. Portuguese language: variants, modalities and registers. Analysis of methodology for teaching Brazilian Portuguese as a second language.
5	Development and learning foundations	Object and methodology of study of the Development and Learning psychology. Determinant characteristics of development during childhood and adolescence. Basic phenomena on simple and complex learning. Verbal and social learning. Relationship between teaching and learning.
6	Comparative phonetic and phonology of modern languages	Classification of the sound of speech, examination of some modern languages. Praxis of phonological analysis of modern languages. Comparison between the phonological systems of Portuguese and other modern languages and its implications on the teaching processes.
7	Approaches, methods and techniques for PSL teaching	Linguistic theories and approaches on the teaching of Portuguese as a second language. Characterization, typology and theoretical bylaw of teaching portuguese as a second language. Approaches and methods underpinning the production of instructional material for teaching Portuguese as a foreign language.
8	Foundations for first and second language acquisition	Theories of acquisition of first and second languages. Stages of first language acquisition. The role of the first language and of the subject in the acquisition of a second language. Strategies of language acquisition. Case studies.
9	Reading and writing texts	Active, analytical and critical reading of texts. Planning and production of abstracts, reviews, and dissertative-argumentative texts.
10	Linguistic variation in Brazil	Linguistic variation and linguistic change. Brazilian Portuguese: a compound of regional and social varieties. Contact languages: portuguese around the border areas. Phonological and morphosyntactic variation phenomena in Brazilian Portuguese. Variations on the teaching of Brazilian Portuguese as a second language.

Ref.	Course	Aims and goals
11	Contrastive lexicology, semantics and pragmatics	General cognitions on lexicology, lexicography and terminology regarding the contrastive approach. Lexicology and semantics. Lexicology and pragmatics. Application of lexicology to the study of Portuguese as a second language.
12	Morphosyntax of the Portuguese language	Portuguese formal vocable. Morphemic analysis. Vocabular formation processes and morphosyntactic classification
13	Practice of texts	Analysis of various types of texts. Production of texts aimed to various speakers, in different situations and with different goals. Development of personal strategies of planning and processing. Selection, categorization and organization of ideas. Production of abstracts. Evaluation, restructuring and overhauling of diverse kinds of texts, focusing on disertative-argumentative text.
14	Organization of the Brazilian education	Organization of the contemporary Brazilian education system: economic-political-cultural interrelation. Teaching legislation. Formal aspects of the Brazilian educational system. Democratic managing; financing; education of teaching professional.
15	Language policy	Language, power and citizenship. Study of the Portuguese language status in Europe, South America, Africa and East-Timor. The dissemination policies of the Portuguese language in EU and Mercosul. The teaching of Portuguese in the PALOP countries. The Brazilian Portuguese statute amongst the language dissemination policies. Preservation laws for the national language and its results on education. National policies for the teaching of Brazilian Portuguese as first and second language.
16	Portuguese syntax	Concept of grammar and syntax. Categories of systematic analysis: the clause level and the over-clause level. Techniques of analysis and teaching methodology.
17	Prospect of the Brazilian literature	Tendencies and basic characteristics of the formation of Brazilian literature. Implications for the culture formation. Highlighted authors.
18	Educational psychology	The character of educational psychology as an applied science. Its scope and relation with the Brazilian education. Psychological principles that explain the teaching and learning activities in the Brazilian education context. Student understanding in intra and extra-school contexts and educational activities that benefit his/her development. Interpersonal relationship between school and community.
19	Introduction to multimedia	The role of technology in the teaching of languages. Critical understanding of the use of multimedia in the teaching of Portuguese as a second language. Preparation of didactic material.
20	Contrastive morphosyntax of modern languages	Theoretical assumptions. Morphosyntactic contrasts between Portuguese and other modern languages. Implications for teaching.

Ref.	Course	Aims and goals
21	Primary didactic	Measurement of the concepts of education and instruction, of the conditions and perspectives of development of the subject in his/her socio-economical and cultural-political context. Relationship teacher/student mediated by the curriculum. Didactic planning: selection, organization, description and delimitation of the goals. Selection and organization of foreigners teaching contents and evaluation processes.
22	Study of the contemporary portuguese grammars	Types of grammar. Short panorama over the Portuguese grammar. Comparative study of the main contemporary Portuguese grammars.
23	Workshop: problem solving on reading and writing	The teaching of reading and writing on a second language. Cognitive models of textual processing. Praxis of reading and writing teaching.
24	Portuguese language and BPSL teaching history	The formation of the Portuguese language at Iberia. The contact of Portuguese with other roman languages: diachronic studies. The diversity of Portuguese: synchronic studies. Orthography: historic aspects and contemporary situation.
25	Lexicography	Relationship between lexicography and informatics. Structure and description of the Portuguese language dictionaries produced in Brazil, Portugal and Africa. Comparative study of the discursive structures of Portuguese and other languages dictionaries. The ideological bias in the lexicographic works. Strategies for the use of dictionaries. The role of synonymia in the mono and multiple language dictionaries.
26	Grammar workshop	Grammar conception. The concepts of the speech levels and of a standard rule. Typological characteristics of the Portuguese language in contrast with other natural languages. Applications of the theories to teaching.
27	Intercultural issues	Relevant intercultural aspects on the learning of a second language. The language in a national and in a foreign context. Linguistic attitudes in close and distant cultures.
28	Directed internship I	Observation of the practices of Portuguese as a second language teaching. Diagnosis. Competences and abilities. Goals and didactic materials. Teaching and learning activities. Course planning. Evaluation.
29	Course project	-
30	Directed internship II	Teaching practice. Elaboration of a lecture plan. Preparation of didactic material used during the class. Monitoring and evaluation of the intern performance.

